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ABSTRACT

This manual for training university professionals, community employers, human resource professionals, and university students was developed by the "Career Connections" project at the University of Minnesota. The project endeavored to enhance the career potential of students with disabilities, educate faculty and staff to work with these students, and assist employers in hiring and supervising people with disabilities. The manual consists of 10 self-contained modules covering: (1) paradigm shift (the shift from the medical model to the interactional model); (2) legislation (especially the Rehabilitation Act of 1973 and Title I of the Americans with Disabilities Act; (3) disability types (describes seven major disability categories served by colleges and universities); (4) communication (ways to enhance communication and interaction with people with disabilities); (5) accommodations/modifications (reasonable accommodations and modifications in the workplace; (6) job accommodation demonstration (how to conduct a hands-on demonstration of adaptive technology); (7) counseling students with disabilities (personal counseling, career development, job seeking techniques, and academic advising); (8) employment (job analysis, job descriptions, interviewing, training, and supervision); (9) videos (describes two videos illustrating job accommodations); and (10) student trainers (training students with disabilities to make presentations at workshops on disability-related issues). (Contains 15 references.) (DB)

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ED 390 207

PUTTING ABILITY TO WORK:
DISABILITY, CAREER DEVELOPMENT AND EMPLOYMENT

A manual for training

- Campus professionals
- Community employers
- Human resource professionals
- University students

Donna Johnson, Betty Aune, Susan Aase and Joyce Anis
Production and design: Liz Malherek

CAREER CONNECTIONS
DISABILITY SERVICES

UNIVERSITY OF MINNESOTA

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This material is available in alternative formats. To request an alternative format, or for further information about the manual, contact:

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RESOURCE LIST

Careers and the Disabled (career magazine for people with disabilities). Circulation Dept., Equal Opportunity Publications, Inc., 150 Motor Parkway, Suite 420, Hauppauge, NY 11788-5145.

Inservice Education Kit (audio tape and visual impairment simulation). AHEAD, Box 21192, Columbus, OH 43221-0192. (614-488-4972).

Job Accommodation Network (brochures). West Virginia University, P.O. Box 6123, Morgantown, WV 26506-6123. 1-800-JAN-7234 (U.S.) 1-800-JAN-CANA (Canada).

Making the ADA Work for You (video). Milt Wright and Associates, Inc. 19151 Parthenia Street, Suite, D, Northridge, CA 91324. (1-800-626-3939).

Part of the Team (video). National Easter Seal Society, Communications Department, 70 East Lake Street, Chicago, IL 60601. (312-726-6200).

Social Security Disability Insurance (brochures). Department of Health and Human Services, Social Security Administration, Baltimore, Maryland 21235.

Supplemental Security Income (brochures). Department of Health and Human Services, Social Security Administration, Baltimore, Maryland 21235.

The Americans with Disabilities Act. Your Employment Rights as an Individual with a Disability (brochures). U.S. Equal Employment Opportunty Commission, 1801 L Street, NW, Washington D.C. 20507. (202-663-4900).

INTRODUCTION

A poll conducted by Louis Harris and Associates (1986) reports that two-thirds of all Americans with disabilities are unemployed or underemployed and only one in four people with disabilities works full time. Current research indicates that a college education improves employment prospects, but that overall, limited attention is given to the vocational needs of people with disabilities. This lack of attention may in part be due to the idea that career counseling for people with disabilities is the sole responsibility of rehabilitation professionals.

However, a growing body of literature provides suggestions and reccommendations for integrating students with disabilities into mainstream career services. Following are some of these recommendations:

1. Current career development theory can be used effectively if college career counselors address the individual needs of people with disabilities (Super, 1969; Thomas & Berven, 1984).
2. Career planning and placement professionals should provide career-related services to students with disabilities rather than expecting the disability services office to provide career counseling (Rabby & Croft, 1991).
3. Attitudinal and informational accessibility is just as important as physical accessibility when providing career services to students with disabilities (Rabby & Croft, 1991).
4. Collaboration between career planning and placement and disabled student services offices is needed in order to improve placement opportunities for students with disabilities (Rabby & Croft, 1991; Carlton, 1989).
5. Career services should assist people with disabilities in entering the workplace, but also prepare employers for working with people with disabilities (Michaels, 1989).

In order to put these recommendations into practice, Disability Services at the University of Minnesota initiated a three-year research demonstration project entitled "Career Connections." The project is funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services and the University of Minnesota — Office of the Vice President for Student Affairs. The basic assumption of the project is that responsibility for career planning and the subsequent placement of students with disabilities must be shared by campus career services and disability services. These services must form a partnership and work toward the common goal of improving placement of students with disabilities.

At the University of Minnesota, Career Connections is sharing expertise and knowledge by providing training on specific career issues related to disability. Customized training has been developed for career development and placement counselors, academic advisers, internship program staff, student employ-

ment and personnel staff, learning resource center staff, community employers, and disability service providers at other institutions.

Career Connections has also developed a mentorship program, which pairs students with professionals from the community who work in the students' career interest areas. Another manual is devoted to training mentors and students for the mentorship experience.

Directions for Use

The modules found in this training manual were designed to improve the career potential of individuals with disabilities by educating service providers, employers, and human resources professionals on career and disability.

Modules include:

- Paradigm Shift: This module describes the shift that is taking place in the way people view disability — from a medical model to an interactional model. The interactional model empowers people with disabilities to make choices, gain independence, and achieve equal status in society. A brief overview of physical, programmatic, informational, and attitudinal access is provided.

- Legislation: This module provides an overview of both the Rehabilitation Act of 1973 and Title I of the Americans with Disabilities Act. This section is useful for providing employers with the legal framework from which they must operate when hiring and employing people with disabilities.

- Disability Types: This module describes seven major disability categories served by colleges and universities. It is a useful section to include in most training sessions in providing an overview and description of disability types to employers or campus personnel. The seven disability types included are: visual impairments, deaf and hard of hearing, mobility impairments, systemic conditions, psychiatric disabilities, learning disabilities, and head injuries.

- Communication: This module provides information on enhancing communication and interaction with people with disabilities. Language, disclosure options, and interaction suggestions are included.

- Accommodations/Modifications: This module illustrates how disabilities may be accommodated in the workplace. Reasonable accommodations and modification suggestions for different disability types are included.

- Job Accommodation Demonstration: This module provides information on how to conduct an actual hands-on demonstration of adaptive technology such as Braille printers, telecommunications devices for the deaf (TTY) and voice output computers.

• Counseling: This module provides useful information for personal counseling, career development, job seeking techniques, and academic advising for students with disabilities. It is most useful for training campus counselors, advisers, and other personnel who work with students with disabilities.

• Employment: This module provides information on performing the job analysis, developing job descriptions, interviewing, training, and providing supervision and feedback to people with disabilities as mandated under the Americans with Disabilities Act. It is most useful for training employers, supervisors, and human resource professionals on hiring and other disability-related issues in the workplace.

• Videos: This module provides information about two videos that illustrate ways to accommodate people with disabilities on the job. These two videos can be useful resources for trainers to use when conducting workshops.

• Student Trainers: This module provides instructions for training students with disabilities to present at workshops and trainings on disability-related issues.

Although each module is scripted in order for trainers to receive comprehensive information, it is not the authors' intention that trainers should read the material from the text to the audience. This will deter the flow of the presentation and restrict the amount of interaction the trainer will have with the audience.

In order to use the information in the modules effectively, it is recommended that audience needs are determined and modules selected for content which best meets the audience's needs. One way of doing this is by discussing possible topics with contact person, assessing how much prior knowledge the audience has and what the goals and expectations of the audience may be.

Once the audience (or at least the contact person's) expectations have been determined, trainers may then select the modules which best meet audience needs. For example, if speaking to a group of employers, the following modules may be most effective:

- Module II Section B - The Americans with Disabilities Act (ADA) of 1990
- Module VIII - Employment
- Module V Section A - Reasonable Accommodation
- Module V Section B - Workplace Accommodation Scenarios

In speaking to a group of advisers where the goal is to help them be more inclusive of students with disabilities, the following modules may be most effective:

- Module II - Legislation
- Module IV - Communication
- Module VII - Academic Advising (focusing on strategies that are inclusive of all learning styles and use of academic accomodations.)

Also, sections of modules may be combined to facilitate more comprehensive information. For example, when presenting Module III - Disability Types, the following sequence may be used:

- Section A - Visual Impairments
- Module IV Section C - examples of ways to interact with people with visual impairments.
- Module V Section A - examples of work accommodations for people with visual impairments.
- Module VII Section E - examples of academic accommodations for students with visual impairments.

Additional examples of ways to use the modules are included in the Instructions section of each module. It is also important to note that roleplays and scenarios included in the manual may be adapted to fit the particular audience's needs. For example, the Workplace Accommodation Scenarios in Module V Section B may be adapted to reflect choice of college major.

By adapting these scenarios, the information provided will be better suited to the needs of academic advisers. Roleplays may also be adapted to better reflect the activities of a particular office or organization. For example, the interview roleplay included in Module VIII Section B may reflect an actual job opening at a company or organization to which you are presenting.

Required Material

Sample overheads and handouts are included in the text to illustrate their order in the presentation and to provide cues for when to use them. Copies of overheads and handouts can be found after Module X - Student Trainers.

In addition to the materials provided in the manual, trainers will need the following items:

- Sign up list
- Folder packets for handouts
- Pencils/pens
- Name tags
- Overhead projector
- Projector screen
- Watch or clock (to keep track of time)
- Tape recorder
- Tape of spelling test from AHEAD Inservice Education Kit
- Video "Part of the Team" (available from Goodwill/Easter Seals) or
  Video "Making the ADA Work for You" (available from Milt Wright & Associates)
- Podium
- Microphone (if speaking to a large audience)

It is our hope that the information provided to you in this training manual will help promote career opportunities for students with disabilities on your campus. By educating service providers, employers and human resources professionals on disability issues, we believe that individuals with disabilities will have an opportunity to put their abilities to work. We want to stress however, that consistent follow-up is essential for application of information to occur. Provide follow-up sessions, contact participants by phone, and find ways to continue working together.

Note: The length of the "Putting Ability to Work" workshop depends on the number of modules used. If all modules are used, the workshop will take approximately 4-5 hours. Module X - Student Trainers takes about 5 hours (two 2 1/2 hour sessions).

Conducting the Training

Before the Training:

- Know your audience. Tailor your program to audience needs.
- Prepare, collate handouts (in order of presentation outline), and place in folders for participants.
- Determine whether alternate print formats (Braille, large print) will be required.
- Send out information ahead of time that should be read or reviewed by participants prior to the training.
- Rehearse your presentation. Understand the material and practice, practice, practice.
- Time your presentation. Prioritize activities, so that parts may be deleted if necessary.
- Know the equipment (overheads, tape recorders, etc...) and consider bringing back-ups like extra batteries, extension cords, markers.
- Visit the facility where you will be presenting ahead of time, if possible, to familiarize yourself with the layout, etc... Make sure it's accessible.
- Arrive early to the training to allow adequate time for setting up.
- Arrange seating to accommodate the size of the group and intent of the training.

During the Training:

- Create a relaxed and friendly atmosphere (greet people as they enter, provide name tags, and take time for introductions, if feasible).
- Start and end the training on time.
- Develop an opening and memorize it.
- Avoid reading from the manual. Rely on key words in your outline, notes on frames of transparencies and on your copies of handouts.
- Maintain good eye contact.
- Use examples from your own experiences and experiences of others.
- Encourage participation. Ask open-ended questions, provide positive feedback when people participate, and include small group activities.
- Adjust the training as needed. Request feedback and watch for nonverbal responses such as signs of boredom, frowns, questioning looks, etc...
- Provide a specific time for discussion at the end.
- Provide an effective closing. Summarize the presentation simply and concisely.
- Thank the participants for their time and their contributions.

Tips for Effective Use of Equipment:

Overheads:

- Use an opaque mask to progressively disclose information as you present it.
- Describe the overheads for audience members who have visual impairments.
- Use a pointer to focus attention on specific content.
- Use a water-soluble marker to highlight important information at the appropriate time.
- Keep overheads simple and use large type.

Handouts:

- Distribute packet of handouts at the start of the training.
- Reference the particular handouts you are discussing during the course of training by describing it (title, color of the paper, etc.) and by holding it up for participants to see.
- Use black print, preferably on white and light colored paper. Avoid dot matrix print.

Remember, overheads and handouts are not used to project your whole presentation, but rather to reinforce it.

Adaptations for Persons with Disabilities

- Any participation activities and audiovisual aids should be designed so that all can participate.
- Be sensitive and flexible to the needs of persons with varying communication and mobility issues. Solicit feedback from the person with the disability regarding what, if any, type of accommodation is needed.
- For persons with visual impairments:

  Keep the entire audience alert by varying the tone and level of your voice and the pace of your delivery.

  Make available Braille, large print, and taped copies of the presentation materials.

  Accompany visual aids by an oral narrative. Describe in detail the information that is being presented.

  Repeat all questions or statements from the audience. Try to have one person speak at a time, and try to identify the speaker so the listeners know who is talking.
- For persons with hearing impairments:

  Make sure there is a place available where they can clearly see both the speaker and the interpreter, if one is being used. The interpreter should be standing close to the speaker or within a direct sight line to allow viewing both speakers and interpreters within a quick glance. Interpreters will generally interpret significant environmental sounds, such as laughing, as well as various directions and cues.

  Speak at a normal rate.

  Arrange for volunteer note-takers, if appropriate. (This is also true for those with mobility impairments and learning disabilities)

  Allow extra time when pointing out the location of materials or giving other instructions because the listener must look, then return attention for further information.

  Turn off the overhead projector when not using it. For the general audience, as well as for persons with hearing impairments, this refocuses the audience attention to you as the speaker.

These suggestions for training have been adapted from the following sources:

"Suggestions for AHSSPPE Conference Speakers," Association on Higher Education and Disability (AHEAD) and the American Society of Association Executives.

"The Twelve Most Common Delivery Problems and Their Solutions," Training and Development Research Center, Sandra Falkman, University of Minnesota, 1989.

"Conducting the Workshop", Elizabeth Aune and Jean Ness as part of the Handicapped Initiative funded by the Minnesota State Board of Technical Colleges in cooperation with the University of Minnesota General College, 1991.

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Hahn, H. (1985). Toward a politics of disability; Definitions, disciplines, and policies. The Social Science Journal. 22(4), 87-105.

Hahn, H. (1988). The politics of physical differences: Disability and discrimination. Journal of Social Issues. 44(1), pp. 39-47.

Hunter, C. (1990). Attention deficit disorder in adulthood. Parents of ADD/Hyperactive Children, pp. 6-7.

Louis Harris & Associates (1986). The ICD survey of disabled Americans: Bringing disabled Americans into the mainstream: A nationwide survey of 1,000 disabled people (Conducted for International Center for the Disabled). New York: Louis Harris and Associates.

Lotito, M.J. & Pimentel, R. (1990). The Americans with Disabilities Act: Making the ADA work for you. Northridge, CA: Milt Wright and Associates, Inc.

Michaels, C.A. (1989). Employment: The final frontier — issues and practices for persons with learning disabilities. Rehabilitation Counseling Bulletin, 33(1), 67-73.

Questions about traumatic brain injury. National Head Injury Foundation, Inc. P.O. Box 567, Framingham, MA 01701.

Rabby, R. & Croft, D. (1991). Working with disabled students: Some guidelines. Journal of Career Planning and Employment. 51(2), 49-54.

Super, D.E. (1960). The development of vocational potential. In D. Malikin & H. Rusalen (Eds.), Vocational Rehabilitation of the Disabled: An Overview (pp. 75-90). New York: New York University Press.

TBI Challenge (1993, Spring). National Head Injury Foundation, Inc. PO. Box 567, Framingham, MA 01701.

Third annual reader survey: Empowerment is the key to reach job equality. (1993, Winter). CAREERS and the disABLED. 48-52.

Thomas, K.R. & Berven, N.L. (1984). Providing career counseling for individuals with handicapping conditions. In N.C. Gysbers & Associates (Eds.). Designing Careers (pp. 403-432). San Francisco: Jossey-Bass.

MODULES

PUTTING ABILITY TO WORK: DISABILITY, CAREER DEVELOPMENT AND EMPLOYMENT

Module I
Paradigm Shift

Section A - Interactional Model

Section B - Four Models of Access

Instructions

This module will serve as a basis for most disability workshops. It describes the ideology from which people with disabilities are empowered to make choices, gain independence, and achieve equal status in society. This ideology is the framework for disability pride and describes the spirit of the Americans with Disabilities Act.

In addition to the material provided in this module, it may also be helpful to provide a historical perspective of disability in America, the media's treatment of people with disabilities, and the civil right movement for people with disabilities. If the trainer is not a person with a disability, it may be helpful to invite a person with a disability to provide this historical perspective.

An example of how to use this module would be to combine it with the following modules and/or sections:

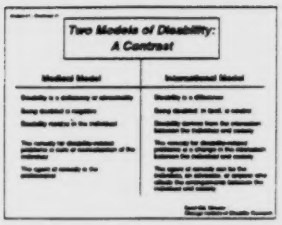
- Module I Section A - Interactional Model
- Module II - Legislation
- Module I Section B - Four Models of Access
- Module IV - Accommodations/Modifications

By combining these materials, the audience will be provided with a general overview of new models of disability, how these new models are being incorporated into legislation (Americans with Disabilities Act), and what employers and campus staff can do to provide access to people with disabilities.

Another way to use this module would be to begin the workshop with Section A - Interactional Model and then conduct a group exercise in which the audience assesses their own disability myths and stereotypes and processes about where these ideas come from.

A. Interactional Model

Overhead #1



1. Historically, people with disabilities have been treated as different from mainstream society. As a result, people with disabilities were encouraged to "fix" their differences through medical interventions. Harlan Hahn (1985, 1988) and Carol Gill (1987, 1992) call this the medical model.

According to the medical model:

- Disability is seen as a functional impairment; a negative deviation from "normal." The disability is located within the individual, and therefore, it is the person's problem.
- The individual is then "fixed" through corrective therapy.
- Medical and rehabilitation professionals are responsible for "fixing" the individual.

2. People with disabilities have begun to challenge this model. They believe from their experience that disability-related problems are no longer solely the arena of the health care industry, but may also be affected by peer support, political activism and self-help.

Gill states this model, the interactional model, promotes the idea that individuals would not need to be "fixed" if society were physically and programmatically accessible.

3. In the interactional model, people with disabilities are not expected to try to fit into the dominant society or to "overcome" their disability.

Here is an example Gill uses to illustrate the differences between these two models:

Suppose a man who uses a wheelchair discovers that he is unable to enter a restaurant which has a flight of stairs at the entrance. By using the medical model, we say the problem is the paralysis of the man's legs. A possible solution would be to secure the help of physical therapists to teach the man to climb stairs with crutches.

By using the interactional model, we say the problem lies with the ill-informed architect who designed the building or to society's failure to provide equal access to all citizens. A possible solution would be to consult an advocacy group for guidance in filing a lawsuit against the restaurant.

The remedy then becomes the power of the individual to advocate for his or her rights and to fight against discrimination and for society to ensure access for all its citizens.

4. The interactional model also views disability as having its own culture and its own cultural pride.

Because people with a variety of disabilities have limited access to employment and education and because they are generally devalued by society, they share a common experience.

This common experience fosters a cultural pride that embraces accomplishments related to disability and rejects some of the mainstream values such as physical

perfection and rugged individualism.

In this model, people with disabilities become who they are because of the disability, not in spite of it.

B. Four Models of Access

Handout #1: Accessibility Checklist
Handout #2: Accessibility/ Accommodations Checklist

Overhead #2

Meaningful Access

- Physical Environment
- Program/Policy Environment
- Information Environment
- Attitudinal Environment

In providing equal access, four areas should be considered.

1. Physical access

The first model of access is physical access. Physical access is probably the most commonly thought of method of providing access. This method includes making sure that buildings have entrance ramps as well as stairs, that doorways are wide enough for a wheelchair to pass through and that elevator buttons have Braille symbols as well as numerals.

Here are some things to keep in mind to ensure physical access:

- Doorways should be at least 32 inches wide.
- Call buttons on elevators should be placed at 42 inches above the floor.
- Accessible parking spaces should be placed near curb cuts for easy access to sidewalks.
- Hallways should be uncluttered to provide a clear path for blind individuals.
- Meeting rooms/conferences should be accessible. If they are not, the meetings should be relocated to an accessible space.

Improved physical access is not just for people with disabilities. It helps everyone. For example, curb cuts help facilitate the unloading of equipment.

2. Programmatic Access

The second model of access is programmatic access. This form of access ensures that all policies and proce-

dures take disability-related issues into account and that people with disabilities are not excluded from programs or services because of their disabilities.

Examples of programmatic access include:

- Providing alternative forms of testing.
- Stating in all postings and public relations materials that disability-related accommodations are provided upon request.
- Allowing service dogs in places where animals are not normally allowed.

3. Information Access

The third model is information access. Providing access to information insures that everyone has an equal opportunity to gather information. Some ways to do this include:

Overhead #3

This publication/material is available in alternative formats upon request. Please contact (name/department, address, phone number).

- Placing a statement on materials that states the materials are available in alternate formats on request.
- Providing auxiliary aids and services (such as an interpreter, readers, notetakers, etc. . .)
- Showing videos/films with closed or open captions.
- Having TTY's (a teletype which allows people who are deaf or hard of hearing to make and receive phone calls) or TT (text telephone) available.

4. Attitudinal Access

The fourth area is attitudinal access. This form of

access may be the most difficult to monitor. Many people have preconceived ideas about people with disabilities. It is important that employers, faculty, professionals and other students not assume that they know what is best for the person with a disability, but that the person with a disability has the opportunity to demonstrate his or her abilities.

Here are some things that can be done to promote attitudinal access:

- Do not stereotype people with disabilities; look at each person as an individual with individual characteristics.
- In your publications, include pictures of people with visible disabilities portrayed in a positive manner.
- Use appropriate language to refer to people with disabilities. For example, say "people or persons with disabilities" and avoid using the term "handicapped."

Module II
Legislation

Section A - Rehabilitation Act of 1973

Section B - The Americans with Disabilities Act (ADA) of 1990

Instructions

This module provides overviews of Sections 504 and 503 of the Rehabilitation Act of 1973. It also provides practical information on Title I of the Americans with Disabilities Act (ADA of 1990). This module provides the legal basis by which most postsecondary institutions and employers must operate. When presenting to non-campus staff, it is appropriate to focus solely on the ADA.

An example of how to use this module would be to combine it with the following modules or sections:

- Module II - Legislation
- Module III - Disability Types
- Module IV Section C - Interacting with People with Disabilities
- Module IV Section A - Language
- Module V - Accommodation and Modifications
- Module VIII - Employment
- Module IX - Videos

By combining these modules and sections, the audience will be provided an overview of disability in the workplace. Another example would be to combine the following modules and/or sections:

- Module II Section B - The Americans with Disabilities Act (ADA) of 1990
- Module VIII - Employment
- Module IX Section B - "Making the ADA Work for You"

This combination is specifically geared toward the interest of employers and provides information on Title I and specific examples of the pre-employment, interviewing, training, and performance appraisal processes under the ADA.

A. Section 504 of the Rehabilitation Act of 1973

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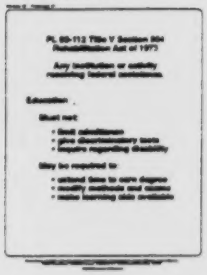

1. Section 504 of the Rehabilitation Act, which was passed in 1973, requires that organizations receiving federal dollars (which includes almost all universities and colleges) not discriminate against individuals with disabilities and that they must provide reasonable accommodations. This means they cannot limit admittance to people with disabilities, give tests that discriminate or ask about a disability during the application process. Also, once the student enrolls, the school must provide reasonable accommodations, such as extra time, alternate test formats, and interpreters. For example, if the student enrolls in a class that is scheduled in an inaccessible location, the class must be relocated. Students with disabilities have the right to nondiscriminatory participation in required programs or internships that are co-sponsored by the college or university with outside groups. However, personal items such as eye glasses and the services of personal care attendants are not covered by Section 504, and the college or university is not responsible for providing them.

2. Section 503 of this act prohibits job discrimination on the basis of disability and requires employers with federal contracts to take affirmative action in their recruitment, hiring and promotion practices. However, the Americans with Disabilities Act (ADA) promotes nondiscriminatory hiring practices among a larger group of employers.

B. The Americans with Disabilities Act (ADA) of 1990

Handout #1
(Two sided): A brief summary of 504 , What the ADA Covers

The ADA extends 504 to the private sector and adds new requirements. It is civil rights legislation. It does not ask for more access, just equal access for people with disabilities.

1. The ADA addresses five areas: employment, public services, public accommodation, telecommunication and miscellaneous. We will only discuss the employment section today.

2. Title I applies to private employers, state and local government, employment agencies, and labor unions. The deadline for compliance was July of 1992 for employers with 25 or more employees and July of 1994 for employers with 15 or more employees.

3. The definition of disability is quite general: A person who has a physical or mental impairment that substantially limits one or more major life activities; or has a record of such an impairment; or is regarded as having such an impairment. This includes mobility, vision, hearing, chronic illness (including AIDS), learning disability, head injury, psychiatric disability, and developmental disability (mental retardation).

4. The person must have the same qualifications for the position as other applicants and they must be able to perform the essential functions of the position (with reasonable accommodation if necessary.)

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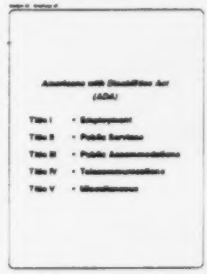

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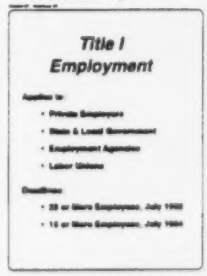

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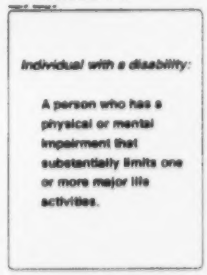
Individual with a disability:
A person who has a physical or mental impairment that substantially limits one or more major life activities.

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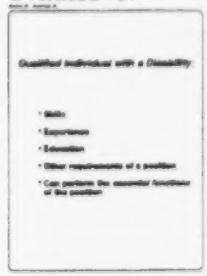

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5. What is a reasonable accommodation? Again, the law gives a rather general definition: Any modification or adjustment to a job or the work environment that will enable a qualified applicant or employee with a disability to participate in the application process or to perform essential job functions.

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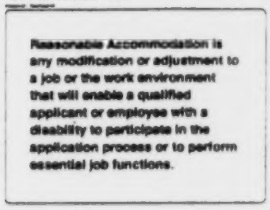
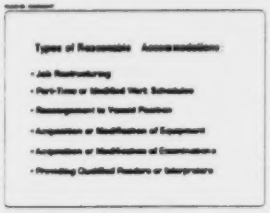

Reasonable Accommodation is any modification or adjustment to a job or the work environment that will enable a qualified applicant or employee with a disability to participate in the application process or to perform essential job functions.

6. Types of accommodations that might be considered reasonable include:

a. job restructuring (e.g. re-assign non-essential job tasks).
b. part-time or modified work schedule.
c. reassignment to a vacant position.
d. adaptive equipment.
e. modified training materials, tests and policies.
f. readers and interpreters.

Overhead #7



The need for accommodation will vary by individual and by disability. For example, not all individuals with visual impairments read Braille; some people prefer taped materials.

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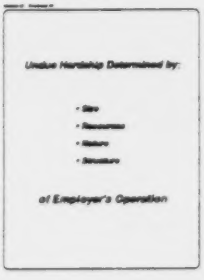

7. An employer does not have to provide an accommodation if it will cause an undue hardship for the organization. An undue hardship is determined by the type and cost of an accommodation in relation to the size, resources, nature and structure of the organization. What may be considered reasonable for one employer may not be reasonable for another. For example, a large university would have to make just about any accommodation. It doesn't matter if the accommodation is required in a small department with a limited budget; it's still part of the university and, therefore, the federal

enforcement agency considers the department to have sufficient organizational resources.

8. (Facilitator Note: Plan this activity right before a break. Have people divide into small groups of four to eight. Have each group decide on one question about the ADA they would like answered. The group writes the question on the card. During the break the facilitators look over the questions. After the break, they answer those they can and provide sugggested resources for finding the answers to other questions. For example, they can provide the phone #'s for Job Accommodation Network (JAN) (1-800-JAN-7234; Equal Employment Opportunity Commission (1-800-669-3362); President's Committee on Employment of People with Disabilities (1-202-376-6200), etc. . .)

Module III
Disability Types

Section A - Visual Impairments

Section B - Deaf and Hard of Hearing

Section C - Mobility Impairments

Section D - Systemic Conditions

Section E - Psychiatric Disabilities

Section F - Learning Disabilities

Section G - Head Injury

Instructions

The module on disability types contains seven sections which describe the major disability categories served by colleges and universities. Although Developmental Disability is covered by the Americans with Disabilities Act, it is not included in this manual because the manual focuses on those disabilities typically served by four-year colleges and universities.

The disability types module should be included in most training sessions as a general overview of the types of disabilities served on college campuses. However, the sections in this module may be expanded upon if there is a request for more information on a specific area. For example, if sensory impairments were of special interest to an audience, it would be appropriate to focus on Sections A and B only.

Section E - Psychiatric Disabilities and Section G - Learning Disabilities have been extended due to many requests for more information on these two disability types. Therefore, it would be appropriate to include the shorter versions in overview sessions or include the entire sections in workshops focusing on these two disabilities.

The purpose of including sections within modules is to design workshops which fit the audience's needs. It is up to you how you use the material based on the needs of the audience. If you choose to use the simulations, remember that a person with a particular disability does not experience the disability in the same way a nondisabled person does. Therefore, these simulations are used only to give the audience a small indication of what the person with a disability may experience rather than to replicate the disability.

Employers and educators are often unsure what disabilities are covered in the ADA (Americans with Disabilities Act) and are even more unsure about how the person with a disability is affected by his or her present condition. Here are some guidelines of what may be expected given the type of disability the individual has.

Handout #1: College Students with Disabilities

A. Visual Impairments

Overhead #1

1. Visual impairments may range from a slight visual loss to total blindness. The three major categories of visual impairment are legally blind (*optional* — central visual acuity of 20/200 or less in the better eye with corrected lenses or central visual acuity of more than 20/200 if the peripheral field is restricted to a diameter of 20 degrees or less), low vision (*optional* — limited or diminished vision that cannot be corrected with standard lenses), and partial sight (*optional* — field of vision is impaired because of illness, degenerative syndrome, or trauma. Partial sight can be temporary or permanent). It is important to note that only 2% of the visually impaired population is totally blind. Not everyone who uses a cane or guide dog is totally blind.

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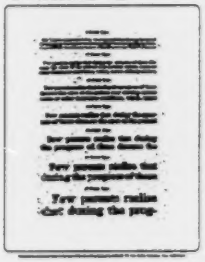
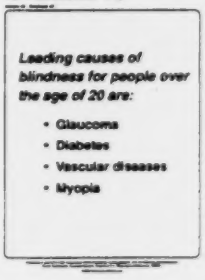


2. This overhead illustrates the way a person with a visual impairment may see print. Also illustrated is the improved readability of the words with increasingly larger print.

(Optional:)

Overhead #3



3. The leading causes of blindness for people over the age of 20 are:

- Glaucoma.
- Diabetes.
- Vascular diseases (diseases which affect the blood vessels).
- Myopia (the eyeball is longer than normal).

The leading cause of blindness for people over the age of 40 is glaucoma, in which pressure on the eyeball results in loss of peripheral vision and blindness if

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untreated.

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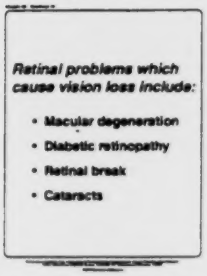


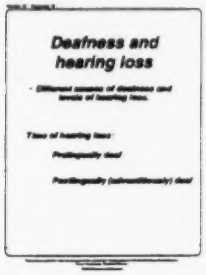
(Optional:)

4. Retinal problems can also result in vision loss.
    - Macular degeneration results in the degeneration of the area of the retina which is responsible for center vision and color vision. It is the leading cause of blindness in people over the age of 65.
    - Diabetic retinopathy is a separation of the retina which may occur in individuals who have juvenile diabetes.
    - Retinal break is a break in the wall of the retina and usually results in a loss of peripheral vision.
    - Cataracts occur when the lens becomes cloudy, blocking light to the retina.

Are there any questions about visual impairments?

B. Deafness and Hard of Hearing

Overhead #5



1. There are different causes of deafness and levels of hearing loss. People who are termed deaf or hard of hearing will vary in the degree of hearing loss and methods of communication.

Individuals who are deaf or hard of hearing may also have speech impairments, due to the close relationship of hearing and the development of oral language. Those individuals who were either born deaf or became deaf at a very young age may have more limited skills in English.

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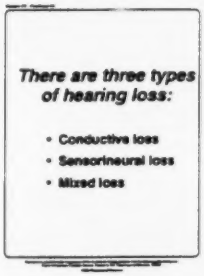

(Optional:)

2. There are three types of hearing loss:
    - Conductive loss, which affects the sound-conducting pathways of the outer and middle ear. A person with a conductive loss is easily able to use a hearing aid or can be assisted surgically.
    - Sensorineural loss, which affects the inner ear and the auditory nerve can range from mild to profound.
    - Mixed loss, which results in both conductive and sensorineural loss.

People with conductive hearing loss:

- May speak very softly.
- Hear better in noisy surroundings than people with normal hearing.
- May experience ringing in the ears.

People with sensorineural loss:

- May speak very loudly.

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- Experience greater high frequency loss.
- Have a hard time distinguishing between consonants.
- Do not hear well in noisy environments.

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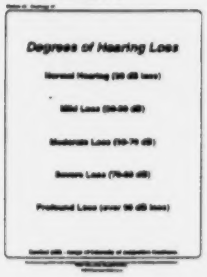

3. Degrees of hearing loss range from:
(*Facilitator Note: Information in parentheses is optional*)

- Average Hearing
  (it is generally accepted that a person whose hearing falls in the 20 dB range or below on an audiogram is within normal limits.)
- Mild Loss
  (those whose hearing falls at the lower end of this range may have no significant difficulty.)
- Moderate Loss
  (considerable difficulty in hearing conversation unless voice of the speaker is raised. Hearing becomes increasingly difficult with the addition of background noise.)
- Severe Loss
  (extreme difficulty understanding shouted conversation. This group is considered on the borderline between hard of hearing and deaf.)
- Profound Loss
  (These individuals are considered deaf, although some residual hearing may be present. Many deaf people are aware of loud sounds through the feeling of vibrations rather than the hearing of sounds.)

4. Now we're going to simulate what a moderate hearing loss is like by giving you a spelling test. Please

get out a pen and paper and write the words you hear on the tape.

(Facilitator Note: There are two spelling tests on the tape with ten words in each test. The first test simulates a greater hearing loss and is very difficult. The second test has the same words but simulates a moderate hearing loss and is therefore more understandable. We recommend using the second test. Before the workshop, fast forward the tape through the first spelling test (numbers one through ten). Set it to start at the second test. Turn on the tape recorder and play the first five words of the spelling test from the AHSSPPE (AHEAD) Inservice Education Kit. Have people try to write down the words they hear. See resource list to order inservice education kit.)

Let's see how you did.

What do you think number 1 was? The word was "wise"

Number 2? "fill"

Number 3? "artist"

Number 4? "shows"

Number 5? "serious"

The sound on the tape was being fed through a filter which allowed only low frequency sounds through — so it simulates a high frequency hearing loss.

The first word is "wise"; "s" is a high frequency sound — you may hear "wide". Turning up the volume on the tape recorder would not have made the sounds more clear - only louder - which serves to point out some of the limitations of hearing aids.

5. Hearing aids are not selective; they make background noise and extraneous conversation louder. This is an important factor to keep in mind when interact-

ing with a person wearing a hearing aid. For example, one might observe that a person with a hearing loss may have a longer response lag, taking time before responding to consider contextual cues to assist in discriminating what word actually was spoken, for example, "wise" or "wide."

(Optional:) The ADA requires that all states provide telephone relay services, which allow people to communicate over regular telephone lines.

(Facilitator Note: It is helpful to provide the relay service # in your state, e.g. the relay service for the state of MN is (800) 627-3529.)

Are there any questions about hearing impairments?

C. Mobility Impairments

Overhead #8

1. Mobility impairments result from accidents, injuries, illnesses and conditions which are present at birth. *(Optional:)*

2. Each injury is different depending on which area of the spine is injured. An injury in the neck, for example, can result in quadriplegia. People with quadriplegia have limited use of their arms and legs.

An injury to the mid back can result in paraplegia, depending on where the injury occurs. People with paraplegia have limited use of their legs but not necessarily total paralysis.

3. Mobility impairments may also be caused by amputation or by such conditions as cerebral palsy, multiple sclerosis, arthritis and muscular dystrophy.

(Optional:)
Cerebral palsy describes a group of disabling conditions with one common characteristic: lack of muscle control. Cerebral palsy can occur before or during birth or early in life due to illness or injury.

Multiple sclerosis is a neurological disease which affects the individual's ability to walk, speak, or see. The disability may occur gradually and be followed by remission of symptoms. The specific cause of multiple sclerosis is unknown.

Arthritis is an inflammation of the joints which can affect the joints, spine, lungs, and muscles.

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Muscular dystrophy is a gradual weakening of the voluntary muscles.

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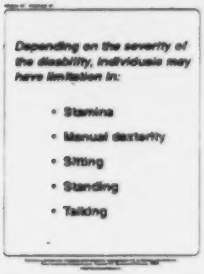


Depending on the severity of any of these disabilities, individuals may have limitation in:

- Stamina.
- Manual dexterity.
- Sitting.
- Standing.
- Walking.
- Talking.

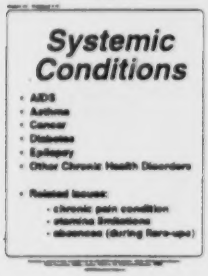
(Optional:)

4. There are several myths related to people with mobility impairments. For example, it is commonly believed that all wheelchair users are "confined" to their wheelchairs. The fact is that a wheelchair should be viewed as a personal-assistance device, not unlike an automobile. Another myth is that people with physical disabilities are not healthy. The fact is disability does not connote illness, and many people with disabilities have no accompanying health problems.

Are there any questions about mobility impairments?

D. Systemic Conditions

Overhead #10



1. AIDS, asthma, cancer, multiple chemical sensitivity, chronic fatigue, diabetes and epilepsy are examples of systemic conditions.

(Optional:)
Acquired Immune Deficiency Syndrome (AIDS) is a breakdown in the body's immune system that weakens the body's defenses against other viruses, diseases or syndromes.

Asthma is caused by a sporadic closing in the bronchia. It is usually accompanied by an allergic reaction. Asthma attacks last from a few minutes to several hours.

Cancer is an uncontrolled mass of cells that become invasive and spread to other tissues.

Diabetes is caused by an insulin imbalance.

Epilepsy results in seizures of various types. The seizures can be severe or so mild that they are not noticeable. Seizures can be caused by injury to the brain, high fevers, or lack of oxygen to the brain.

2. These conditions may cause:
   - chronic pain condition.
   - stamina (limitations).
   - absences (during flare-ups).

Individuals with these conditions may also experience side effects from medication.

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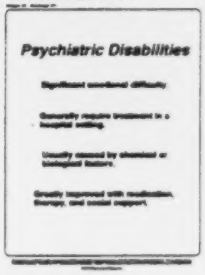
3. Individuals with certain systemic conditions, such as AIDS, may be reluctant to disclose the disability due to negative stereotyping and disbelief. Often others tend to doubt that these people are ill, because they may not show visible signs of having a disability.

Are there any questions about systemic conditions?

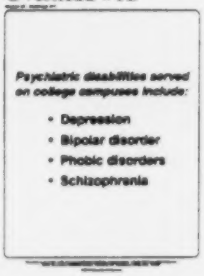
E. Psychiatric Disabilities

Overhead #11



1. Psychiatric disabilities refer to significant emotional difficulties that generally require treatment in a hospital setting. They usually are caused by chemical or biological factors, and are typically greatly improved with medication, therapy, and a support network.

Overhead #12



2. Some of the psychiatric disabilities served on college campuses include:

- Depression- A major depressive disorder may begin at any age. The following symptoms characterize major depression:

-Depressed mood, most of the day, nearly every day.
-Significant diminished pleasure in all activities.
-Insomnia or hyperinsomnia.
-Recurrent suicidal ideation.
-Feelings of worthlessness or excessive guilt.

- Bipolar disorder (previously called manic-depressive disorder) - A person who has bipolar disorder will experience periods of mania (or a marked elevated or irritable mood) and depression. A person in the manic phase may experience inflated self-esteem, decreased need for sleep and act without exploring the consequences.

- Phobic disorder- A person with phobic disorder has exaggerated or unrealistic fear of an object or situation.

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- Schizophrenia - A person who experiences

schizophrenia may at some point in their illness have delusions, hallucinations or experience disturbance in affect and form of thought.

(Optional:)

3. It is important to note that people with psychiatric disabilities often choose not to disclose the disability because of the stigmatization involved. There are many myths about people with psychiatric disabilities. Some of these myths include:

- People with psychiatric disabilities are "crazy" all the time.

The fact is that with medication, 80-90 percent of people living with depression can experience relief from symptoms. Likewise, psychiatric care can bring relief to people with anxiety disorders and phobia disorders. Also, it is documented that only 20 percent of people who take medication for schizophrenia experience a relapse.

- People with psychiatric disabilities never recover.

The fact is society's attitudes toward people with psychiatric disabilities may be one of the biggest obstacles to overcome. A survey conducted by the National Institute of Mental Health revealed that mental illness was ranked the least acceptable when compared with other disabilities.

- People with psychiatric disabilities are somehow responsible for their disability.

The fact is that people with psychiatric disabilities have no more chosen their disabilities than have people with cancer, diabetes or high blood pressure. Many psychiatric disabilities are caused by biochemical imbalances, or biological factors.

(Facilitator Note: If the facilitator does not have a psychiatric disability, it may be appropriate to organize a panel of students or professionals with psychiatric disabilities to provide first-hand knowledge of what it is like to live with this disability. Panels can be used for other disability types as well. To organize the panel, recruit two to four students who have some interest in education and advocacy, making sure that they feel comfortable talking about their own disabilities. To recruit professionals, contact mental health advocacy organizations or support groups for people with psychiatric disabilities. Review the questions with the panel before the presentation and set a time limit for each question in order for panel members to have adequate time to answer. The workshop facilitator should serve as moderator and field audience questions as well as keep track of time. This portion of the presentation may last from 20 minutes to one hour depending on the number of people on the panel and the number of questions addressed. Included in the packet is a list of sample questions the panel may address.)

Handout #2: Psychiatric Disability Panel Questions

Are there any questions about psychiatric disabilities?

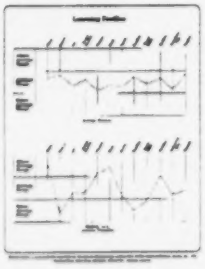
F. Learning Disability

(Facilitator Note: Here the facilitator may want to comment on how many students with learning disabilities the institution serves). There is a lot of controversy about just what a learning disability is, but there are a few things most of those in the field agree on:

1. A learning disability is not the same as a slow learner or as a developmental disability. A learning disability can be found at any level of intelligence. A person with a learning disability can have average, below average, or above-average intelligence, and may even be gifted.

Learning disabilities are currently viewed as a lifelong condition. It can affect an individual beyond the academic environment. It is a myth that an individual can outgrow a learning disability, although it can impact an individual in different ways in daily life and work skills.

Overhead #13



2. The person with a learning disability has discrepancies between their ability and their achievement and also between different skill areas. *(Cover bottom part of OV)* An average person without a disability will find his or her skills mostly within the average range. *(Remove cover)* A person with a learning disability may have extreme differences between skills in different areas. They may be gifted in one area and severely deficient in another. This is one reason why learning disabilities are hard to understand. The person seems capable in so many ways and yet does poorly in others. Because of these severe deficits, people with learning

disabilities do not achieve up to their overall potential. There is a significant discrepancy between their ability and their achievement.

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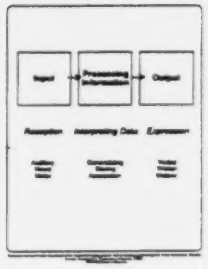

3. The reason for these discrepancies is a breakdown in information processing.

The breakdown can occur in the input, integration, or output phase of processing information. If it occurs in the input phase, it involves the way the person receives information — he or she may see or hear something differently than most people do.

If the breakdown occurs during the integration phase, the person has difficulty processing the information once it reaches the brain — it may affect storage (memory) of the information, generalizing concepts, association of new information with old, etc.

The output process has to do with how the person expresses his or her ideas. A person with a learning disability may have something formulated in his or her mind, but not be able to express that verbally or in written words. A person with a learning disability sometimes needs extra time to process the information before he or she can react to it in writing or verbally.

(Facilitator Note: To give the audience a better idea of what it might be like to have input processing or integration processing deficits we have included a reading simulation and a color chart simulation. These simulations are optional and can be ordered from AHEAD. See Resource List.)

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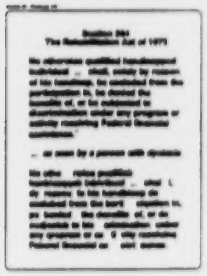
4. Reading simulation - input processing

Overhead #15



(Cover top half of reading sample). This is an example of how a paragraph might look to someone who has dyslexia (a type of learning disability that affects a person's ability to decode letters and words). Try to read the first sentence. *(Have someone read it out loud).* What was wrong with the letters and words in this paragraph? (reversals, inversions, spacing, order of letters). Some people with learning disabilities have difficulty with visual perception and directionality. This affects the way words appear to them. *(Now show the top half of the sample).* This is what the paragraph looks like to a person who doesn't have dyslexia. If a person has this much difficulty just figuring out what the letters and words are, it is apparent how it might affect comprehension. By the time they've figured out what the sentence says, comprehension has been lost.

5. To demonstrate output processing, please put a piece of paper on your forehead like this *(demonstrate).* Put something hard behind it so you can write, such as the folder you received today. Write this sentence while you have the paper on your forehead: "The quick brown fox jumped over the lazy dog." *(Repeat the sentence once or twice. After they have started writing say:)* If you are writing with a ball point pen, you may want to check your writing to make sure the ink is coming out. *(After they finish, allow them to talk with each other about the results. They will probably laugh and compare their work. Discuss the following questions:)* How does your writing look? What kinds of errors did you make? *(reversals, spacing, poorly formed letters, etc).* Some people with learning disabilities have

these kinds of problems with their writing. It may be due to difficulties with visual perception, fine motor coordination, or directionality. If a person has this much trouble just getting the letters formed right, you can see how this might affect the quality of the content of their papers and tests.

6. These are just a few of the many ways that a learning disability can affect a person. It affects not only academic skills, but can also affect a person's organizational and interpersonal skills. There are an infinite number of combinations of characteristics for persons with learning disabilities. None of the characteristics I have told you about affects every person with a learning disability — each person has a unique combination of characteristics.

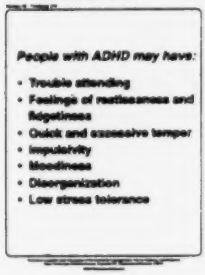
7. A learning disability is not the same thing as emotional disturbance, and emotional disturbance does not cause a learning disability. A learning disability is not caused by economic, educational or social disadvantage. A person with a learning disability may also be emotionally disturbed or economically disadvantaged, but the learning disability would have been there regardless of these other characteristics.

8. *(Facilitator Note: Because many students with learning disabilities may also have ADHD or ADD we have included information on these two types of disabilities. This is the only place in the manual where ADHD or ADD is provided.)*

Attention-Deficit Hyperactivity Disorder (ADHD) affects an individual's ability to concentrate for long

periods of time. Characteristics which are often present in people with ADHD include:

Overhead #16



- Trouble attending.
- Feelings of restlessness and fidgetiness.
- Quick and excessive temper.
- Impulsivity.
- Moodiness.
- Disorganization.
- Low stress tolerance.

In addition to experiencing these symptoms, many people with ADHD experience interpersonal difficulties, poor self-esteem and feelings of anxiety.

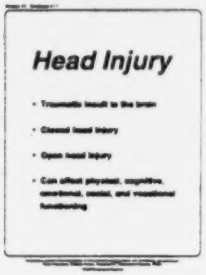
Attention Deficit Disorder (ADD), without hyperactivity also often occurs. The individuals are likely to have difficulty with inattention, disorganization and impulsivity.

It is important for individuals with ADHD and ADD to understand their disability in order to develop compensatory strategies. It also is helpful for individuals to develop a support network of professionals and family members who understand the disability in order to gain emotional support.

Are there any questions about learning disabilitis or attention deficit disorders?

G. Head Injury

Overhead #17



1. A head injury is a traumatic insult to the brain. A head injury can be open or closed. An open head injury is a visible assault on the brain which may be the result of an accident or injury (such as a gun shot wound). A closed head injury occurs when the brain is injured, but there is no visible sign of damage.

(Optional:)

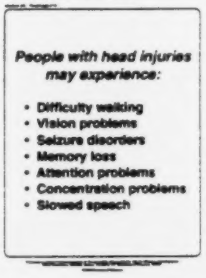
2. People who have sustained head injuries may experience different deficits depending on which side of the brain was injured (or where the brain was injured).

If the left side of the brain is injured, the individual may experience right-sided paralysis, right visual loss, limited ability to express oneself, and difficulty with word finding, reading, writing, and verbal learning.

If the right side of the brain is injured, an individual may experience left-sided paralysis, left visual loss, lack of inhibition, and limited attention span.

The location and the extent of the injury (whether it is diffuse or localized) greatly affects the impact of the disability. For example, if a person is injured in a car accident his/her brain may be rapidly moved back and forth from the impact.

Overhead #18



3. Here are some of the symptoms a person with a head injury may experience: (Remember, every head injury is different. Symptoms should not be generalized to all individuals with head injuries.)

- Difficulty walking.
- Vision problems.

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- Seizure disorders.
- Memory loss.
- Attention and concentration problems.
- Slowed speech.

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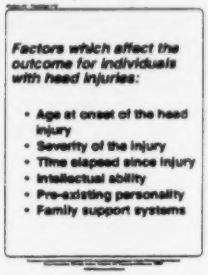

Factors which affect the outcome for individuals with head injuries:
• Age at onset of the head injury
• Severity of the injury
• Time elapsed since injury
• Intellectual ability
• Pre-existing personality
• Family support systems

4. Factors leading to the outcome of individuals with head injuries include:

- Age at onset of the head injury.
- Severity of the injury.
- Time elapsed since injury.
- Intellectual ability.
- Pre-existing personality.
- Family support systems.

5. In addition to cognitive rehabilitation, it is imperative that people with head injuries seek support through family, friends and community resources. These supports along with the individual revising his/her life goals may be more important considerations in planning for the future than an evaluation of the brain damage or the location of that damage

(Facilitator Note: The next simulation serves to illustrate what it might be like to have a residual cognitive impairment affecting verbal expression. At the end of the exercise, ask the volunteer what the exercise felt like and discuss how these feelings might be similar to those experienced by someone who has recently sustained a head injury.)

6. I need a volunteer. I am going to ask you a couple of questions. When you respond you will not be permitted to use any word with the letter "N". Okay, do you understand the task? *(Have the volunteer come up in front and ask him/her the following questions.* "How are you today?" "Tell me about your job here at

(name of institution)." *The person will have difficulty responding without using the letter 'N'. Afterward have the volunteer share what it felt like when trying to respond and point out that the person still may have many cognitive abilities that are not evident because of their difficulty in expressing themselves).*

This demonstration simulated a type of residual cognitive impairment affecting the ability of a person to retrieve words from his or her memory.

(Optional:)

7. According to the Interagency Head Injury Task Force Report (cited in TBI Challenge, 1993):

- Every 15 seconds someone receives a head injury in the United States; every five minutes, one of these people dies and another will become permanently disabled.
- Head injury is the leading killer and cause of disability in children and young adults.
- Each year 75,000 to 100,000 Americans die as a result of a head injury. Most deaths occur at time of injury or within the first two hours of hospitalization.

Are there any questions about head injury?

Module IV
Communication

Section A - Language

Section B - Disclosure

Section C - Interacting with People with Disabilities

Instructions

This module focuses on how to respectfully interact with people with disabilities. Appropriate language and tips for effectively communicating with people with disabilities are provided. This module should be included with any overview workshops or with any groups who have limited experience with people with disabilities. It is particularly useful to have student trainers with disabilities provide their insights on what language is appropriate or how they have dealt with inappropriate behavior on the part of nondisabled groups.

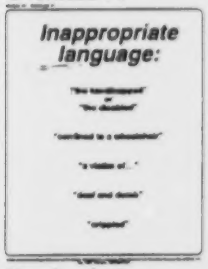
A. Language

1. Many people are uncomfortable or anxious when talking with an individual who has a disability; they may wonder what words they should use to refer to the disability or how to interact with people who have disabilities. Here are a few general guidelines, but keep in mind that even within the disability community, not all people agree about what is appropriate.

2. First, what words should be used when referring to a disability? A general guideline is to stress the person first, not the disability - for example, say 'person with a disability' rather than 'the disabled.' Some other words that are generally accepted are 'hard of hearing' and 'deaf.' Words to avoid are 'the handicapped,' 'the disabled,' 'a victim of,' 'deaf and dumb,' and 'crippled.' Some other terms which seem like euphemisms are 'differently abled,' 'learning differences,' and 'physically challenged.' Many people with disabilities would rather have the disability acknowledged than to deny that it exists.

Handout #1
"It's the 'Person First' — Then the Disability"

Overhead #1



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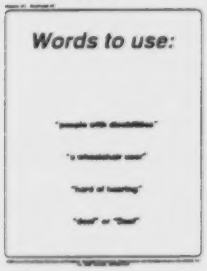

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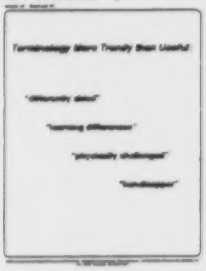

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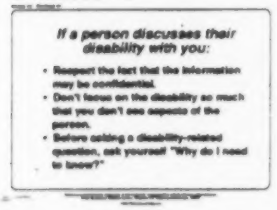
If a person discusses their disability with you:
• Respect the fact that the information may be confidential.
• Don't focus on the disability so much that you don't see aspects of the person.
• Before asking a disability-related question, ask yourself "Why do I need to know?"

B. Disclosure

1. Many people with disabilities have hidden disabilities; therefore, it is up to the individual to decide whether or not they will share that information with employers or service providers. If the individual chooses to disclose the disability to you, respect the fact that this information may be confidential.

Before asking a question about a person's disability, here are some things to consider:

- "Why do I need to know this information?"
- "How will it help in working with this individual?"

If the question is merely a matter of personal curiosity (such as how did the person become disabled), then the question is probably not appropriate.

2. It is also important to create a welcoming environment that invites disclosure. This can be done by developing rapport with the individual and by including statements on printed materials that solicit requests for accommodations.

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C. Interacting with people with disabilities

Handout #2: Disability Etiquette

1. Because many individuals have had little experience working with people who have disabilities, they may feel anxious or uncomfortable when first meeting a person with a disability.

2. Here are some suggestions for enhancing communication with people with disabilities:

*(Facilitator Note: When appropriate, demonstrate the suggestions. A member of the audience can be invited to assist with the demonstration. Items that particularly lend themselves to demonstration are marked with a *.)*

Handout #3: Interacting with people with disabilities

- Visual Impairments
  - When greeting a person with a visual impairment, always identify yourself and others who may be with you.
  - When meeting a blind/visually impaired person, speak directly to that individual and not to someone else as if the blind/visually impaired person required an interpreter.
  - Speak in a normal tone and volume. Blind/visually impaired people usually do not have a hearing disability.
  - If you are trying to assist a blind person, but you are not sure exactly what to do, ask him or her.
  *- It is important to describe changes in the environments. Identify obstacle, steps, uneven surfaces, etc.
  *- If you are going to walk with an individual

with a visual impairment, do not grab his/her arm, let him/her take yours.

*- If the individual has a guide dog in a harness, the dog is working and should not be petted.

- Deaf and hard of hearing

*- When speaking with a deaf person, talk to him/her directly, not to the interpreter.

*- Use a normal tone and rhythm of speech. If speaking rapidly, slow down somewhat, but not so slowly that you are speaking one word at a time.

- Speak distinctly, but don't exaggerate mouth movements.

- If a note pad and pencil are available, use them if you are having difficulty.

- If the person with whom you are speaking relies on lip reading, reword what you are saying or try to use words that are more easily seen on the lips. (More than 50% of the sounds we make are not visible on the lips. Even the best lip readers only get about 30-40%.)

- Reduce background noise.

- Mobility Impairments

*- Attempt to converse at eye level, as opposed to standing and looking down.

- Do not push the wheelchair unless requested to do so.

- Remember that the person's wheelchair is part of the person's personal space, do not lean on or touch the chair.

- Speech impairments
  - Ask the individual to repeat what was said.
  - Ask the individual to rephrase the statement. Another choice of words may be easier to pronounce and understand.
  - If you still don't understand, ask the individual to spell the words out.
  - When you do not understand, say so. Bluffing is never successful, and the speaker is usually aware that you are bluffing. Say something like, "I didn't catch that. Could you please repeat it for me?"
  *- Repeat your understanding of what was said back to the individual and wait for confirmation.
  - Don't finish the person's sentences or guess at words.
- Head Injury or Learning Disability

  If an individual has disclosed that he/she has a head injury or a learning disability, here are some things you might want to consider:
  - Be patient, allow the person to process the information.
  *- Invite the person to clarify his/her understanding.
  - Summarize ideas often.
  - Simplify verbal instructions.
  *- Pair auditory and written directions.
  *- Give examples to illustrate ideas.

Are there any questions about communication?

Module V
Accommodations/Modifications

Section A - Reasonable Accommodation

Section B - Workplace Accommodation Scenarios

Instructions

This module, to be used with employers and career counselors, illustrates how disabilities may be accommodated in the workplace. In Section A, it may be helpful to provide examples of each of the ways to provide accommodations. It may also be helpful to have student trainers provide examples of the accommodations they have used in the workplace. Depending on the amount of time available for the activity described in Section B, it may be beneficial to have small groups develop answers for all of the scenarios and then process the answers with the larger group.

An example of how to use this module would be to combine it with the following modules and/or sections:

- Module II - Legislation
- Module V - Accommodations/Modifications
- Module VI - Job Accommodation Demonstration

This combination could be used to provide employers a rationale for accommodating workers with disabilities as well as to demonstrate the range of high-tech and low-tech accommodations to consider when working with employees with disabilities.

Another way to incorporate this material would be to combine this module with Module III - Disability Types. Facilitators may review each disability type and explain the possible accommodations which may be used by people with the specific disability described.

A. Reasonable Accommodations

1. Often, accommodation involves no more than taking a common sense approach that does not have to be expensive to be effective. Many situations can be handled with little or no expense. The person with the disability is usually the best person with whom to start. He or she can offer constructive advice on what needs to be done.

Here are some accommodations that are considered reasonable under the ADA:

(Facilitator may want to provide an example for each accommodation and/or the participants could be asked to give examples of each.)

Handout:#1: Ways to Provide Reasonable Accommodations

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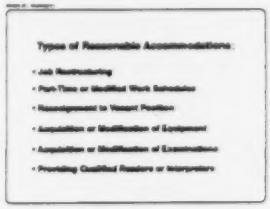


- Job Restructuring
  Example: A job can be restructured to eliminate the marginal functions. A marginal function is a task or duty which is not a main function or purpose of the job. For example, a person using a wheelchair may not be able to file in the top cabinets. A reasonable accommodation would then be to have the person who uses a wheelchair exchange tasks with another coworker, such as answering their phones while that coworker files.
- Part-Time or Modified Work Schedules
  Example: Part-time or modified work schedules are similar to job sharing. This type of accommodation is often used with people who experience fatigue or are unable due to the disability to work regular full-time hours.

- Reassignment to a Vacant Position
  Example: This accommodation may be used if the employee is no longer able to perform the essential functions of the job. For example, a truck driver, due to a back injury, may be reassigned to a dispatcher position in which heavy lifting is not required.
- Acquisition or Modification of Equipment or Devices
  Example: Computers may be made accessible by using voice output.
- Adjustment or Modification of Examinations, Training Materials or Policies.
  Example: People with disabilities may be accommodated in pre-employment examinations by using scribes or readers. Alternative print must be made available in training sessions if requested.
- Provision of Qualified Readers or Interpreters
  Example: If an organization holds a training session they must include in their announcement that accommodations will be made upon request. If a person who is deaf subsequently requests an interpreter, the organization must provide it.

3. Here are some examples of accommodations:

Handout:#2: Workplace Accommodations

*(Facilitator note: Show examples of some of these if you have them available. Items that would be easy to bring and show are marked with a *.)*

a. Visual Impairments

Common workplace accommodations for individuals with visual impairments include:

- Magnification devices that can enlarge print such as closed circuit televisions.
- Bright incandescent lighting rather than fluorescent lighting.
- Raised lettering, tactile cues, Braille symbols on signs and elevator buttons.
- Adaptive computer equipment which produces Braille, large print, or synthesized speech.
- Readers, print scanners, audio-taped copies.
- Large print copies, and Braille copies.

Recording for the Blind — a national organization, the Communication Center at State Services for the Blind, and the university's disability services office can assist you in getting printed material into alternate formats.

b. Deaf or Hard of Hearing

Common workplace accommodations for individuals who are deaf or hard of hearing include:

- Interpreters.
- Devices for telephones which amplify sound.
- Flashing lights on telephones and alarms.
- *• Telecommunication devices called TTY (Teletype). *(Show printout from TTY.)*
- Captions for film and video.

c. Mobility Impairments

Common workplace accommodations for those using wheelchairs include:

- Specially designed work stations.
- *• Raised desks. *(Show blocks that can be put under a desk to raise it.)*

For individuals with limited upper body strength and who have difficulty grasping, accommodations may include:

- Devices that extend reach, and grasp.
- Speaker phones.
- Gooseneck to hold telephone receiver.

d. Systemic Conditions

Workplace accommodations will vary depending on the way the condition manifests itself, but may include:

- Modified work schedules/flex time.
- Shorter, more frequent breaks.
- Work at home.

e. Psychiatric Disabilities

Workplace accommodations may include:

- Modified work schedules/flex time.
- Shorter, more frequent breaks.
- Working at home.
- Quiet working environment.

f. Learning Disability

Workplace accommodations for people with learning disabilities include:

- Providing instructions in more than one way (for example, demonstrating a procedure at the same time that you're explaining it.)
- Breaking training into steps, to avoid teaching a lot of new tasks in one day.
- Asking the employee to repeat back instructions to verify comprehension.
- Providing an alternative way for an employee to do a task such as dictating reports.
- Using a spelling checker on a computer.

g. Head Injury

Workplace accommodations for individuals with head injuries will be related to the systems involved. So the types of accommodations already mentioned for physical disabilities, vision, or hearing may be in order. Accommodations for cognitive impairments, i.e., memory, reading, writing, etc., will be similar to those suggested for individuals with learning disabilities.

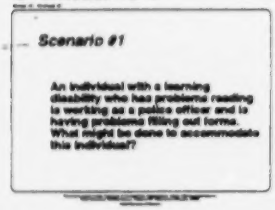
Remember, employers cannot discriminate against qualified candidates with disabilities if they can perform the essential or main functions/tasks of the job with or without reasonable accommodations.

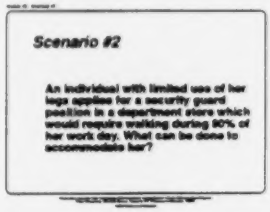
B. Workplace Accommodation Scenarios

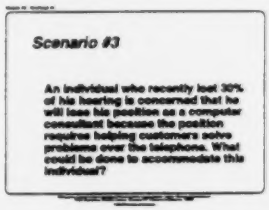
Handout #3-7:
Scenarios 1-5

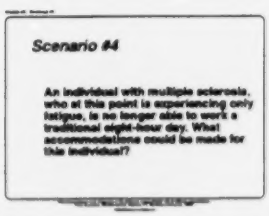
Overheads #2-6

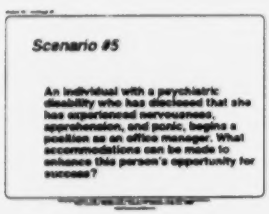
(Facilitator Note: The purpose of this activity is to illustrate to participants how anyone can identify accommodations for use in the workplace. The facilitator asks participants to break up into groups of three to six; then hands out one of five scenarios [a differ ent one for each group] describing people with disabilities whose work environments require modifications or accommodation in order for them to perform the essential functions of the job. The facilitator asks each group to take five minutes to come up with at least one accommodation that could be used. Once each group has identified at least one accommodation, ask a spokesperson from each group to share their group's ideas with the rest of the audience. After each group has had an opportunity to share their ideas for accommodations, ask participants to share what they learned from this activity. Participants may report that they learned the importance of being creative when considering possible accommodations as well as that it is not necessary to be an expert in disabilities to come up with possible accommodations. Explain to the audience that according to the Job Accommodation Network more than 80% of accommodations cost less than $500.00. Explain that the first source to contact to explore possible accommodations is the person with a disability. If no possible accommodations can be found, another resource is the Job Accommodation Network. (1-800-JAN-7234)


Scenario #1
An individual with a learning disability who has problems reading is working as a police officer and is having problems filling out forms. What might be done to accommodate this individual?


Scenario #2
An individual with limited use of her legs applies for a security guard position in a department store which would require walking during 90% of her work day. What can be done to accommodate her?


Scenario #3
An individual who recently lost 30% of his hearing is concerned that he will lose his position as a computer consultant because the position requires helping customers solve problems over the telephone. What could be done to accommodate this individual?


Scenario #4
An individual with multiple sclerosis, who at this point is experiencing only fatigue, is no longer able to work a traditional eight-hour day. What accommodations could be made for this individual?


Scenario #5
An individual with a psychiatric disability who has disclosed that she has experienced nervousness, apprehension, and panic, begins a position as an office manager. What accommodations can be made to enhance this person's opportunity for success?

Break into groups with people at your table. Read the scenario and identify some accommodations the individual might use. We'll take about 5 minutes to do this. Any Questions? (After groups come up with possible accommodations, have them share their ideas with the larger group.)

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(Facilitator Note: There are two sets of handouts included in the manual. One set is for the audience with scenarios described; the other set is for the trainer with possible answers. The audience will generate many creative answers — the possible answers are provided only as a backup.)

The Job Accommodation Network (1-800-JAN-7234) is an excellent resource which provides free consultation identifying appropriate accommodations free of charge.

Handout #8: Job Accommodation Network brochure

Handout #9: National Resources on Accommodations and the ADA.

Module VI
Job Accommodation Demonstration

Section A - Introduction

Section B - Demonstration of Adaptive Technology

Instructions

This module can be used as an individual workshop or can be combined with other modules to provide hands-on experience for participants. For example, it could be combined with the following modules/sections:

- Module VII Section C - Career Development
- Module VII Section D - Job Seeking Techniques
- Module II - Legislation
- Module I Section B - Four Models of Access
- Module VI - Job Accommodation Demonstration

By combining these modules, the audience will gain an understanding of the issues that people with disabilities face in their career development; the legislation that is in place; and ways people with disabilities utilize accommodations to be successful in their jobs.

A. Introduction

(Facilitator Note: This module includes four stations for demonstrating adaptive technology. We recommend limiting this module to 32 participants so that there will be no more than eight people at each of the four stations set up for the workshop. You will also need a minimum of five presenters — one for each station and one to coordinate the movement from station to station and to assist if there are any problems with the equipment. Select a large room or several small rooms where the stations can be set up. Make sure the room has adequate power supplies for the equipment. Have the stations far enough apart that the noise from one will not bother the other groups. Select adaptive technology to demonstrate to which you have access. Below are examples of possible technology that can be demonstrated.)

Handout #1: Low Cost Adaptations

- *Technology for people who are blind:*
  High-tech - Braille printer, screen reading, Braille and Speak.
  Low-Tech - Braille labeler Hi-Marks.
- *Technology for people who read large print:*
  High-tech - Closed-circuit television (CCTV).
  Low-tech - magnifiers, large print telephone dial.
- *Technology for people with upper mobility impairments:*
  High-tech - adaptive keyboards.
  Low-tech - mouth stick for typing on computer.
- *Technology for people who are deaf or hard of hearing:*
  High-tech - Teletype (TTY) - try to reserve a room with a phone jack, so that you can hook up a TTY.
  Low-tech - flashing lights instead of sound alarm.

(Facilitator Note: Have a leader at each station to demonstrate the equipment. Whenever possible, have people with disabilities demonstrate the kinds of equipment they typically use. (See Module X for information on using students as trainers). The leader should invite workshop participants to try using the equipment whenever feasible.)

1. The purpose of this session is to build an understanding of the variety of adaptive equipment available to people with disabilities in the workplace.

Handout: (See Module #1 Handout #1) Accessibility Checklist

2. Disability in the workplace involves looking at four areas: (Facilitator Note: See Module I Section B for further explanation on these four areas)
   1. Attitudinal environment (of supervisors, co-workers, employer).
   2. Policy and procedural environment (rules, way directions are given, etc).
   3. Physical environment (architecture/transportation).
   4. Information environment (technology).

3. Our demonstrations today will focus on the information environment, but this is just one small part of accommodating people in the workplace.

   • Many of the accommodations demonstrated today involve some of the more expensive devices. There are many low-tech accommodations available that cost little or nothing. *(Show an example, such as blocks that can be put under a desk to raise it for a wheelchair.)* Also, a handout of examples of low-tech accommodations is provided. Both the high-tech and the low-tech

examples shown and listed are a tiny fraction of the equipment that is available. *(Facilitator Note: Tell audience about local resources for adaptive equipment.)*

- The best way to develop an accommodation is through the creativity and experience of the person with a disability and the employer working together to find a solution.

- Just because one person with a particular disability uses a particular accommodation, it does not mean that other people with the same disability use the same accommodation. Each person has unique needs in the area of accommodations.

4. Demonstrations today will focus on disabilities that are visible. Accommodations may also be needed for people with invisible disabilities, such as learning disabilities or head injuries. Information on accommodations for these disabilities will be provided after the demonstrations.

5. Are there any comments or questions before we go on to the demonstrations?

B. Demonstrations of adaptive technology

1. _____ will now direct you on how to view the demonstrations. At the end of the demonstrations, we will take a short break.

(Facilitator Note: Participants are divided into groups of six to eight. Each group goes to a different station and advances to the next station at the sound of a bell. The leader rings the bell or flashes the lights after 10 - 15 minutes, depending on the length of your workshop. If you have four groups and four stations, all participants should get to every station in 45 minutes to an hour. The presenter at each station, preferably a person who actually uses the equipment, demonstrates how the equipment works and allows participants in the group to try using the accommodation. For example, participants could make a call using the TTY, or print out a message on a Braille printer. Time should also be allowed for participants to ask questions.)

(Facilitator note: This would be a natural time to take a break.)

2. The accommodations you have just seen are for people with visual, hearing and mobility impairments. What about accommodations for a person with a learning disability, a head injury, or a psychiatric disability? These require some of the procedural accommodations talked about earlier — rest periods, having a quiet place to work, learning one new task at a time. These kinds of accommodations are just as important

as the ones demonstrated today. Please note the handouts included in the packet on accommodations for learning disabilities and psychiatric disabilities. (See Module I for additional examples of procedural accommodations).

Handout #2: (two sided)
Workplace Accommodations for Learning Disabilities
Reasonable Workplace Accommodations

(Facilitator Note: To demonstrate what accommodations could be used for people with invisible disabilities, you may want to ask participants to form groups of four and complete the Workplace Accommodation Scenarios (see Module V -Section B) for Learning Disabilities (Scenario #1), Systemic Conditions (Scenario #4), and Psychiatric Disabilities (Scenario #5).)

Module VII
Counseling Students with Disabilities

Section A - Introduction

Section B - Personal Counseling

Section C - Career Development

Section D - Job Seeking Techniques

Section E - Academic Advising

Instructions

This module describes techniques used to counsel students with disabilities. The module can be used as an individual workshop or combined with other modules to provide a comprehensive presentation.

For example, the following modules can be combined to provide a workshop on advising students with hidden disabilities:

- Module II Section A - The Rehabilitation Act of 1973
- Module II Section B - The Americans with Disabilities Act
- Module III Section D - Systemic Conditions
- Module III Section E - Psychiatric Disabilities
- Module III Section F - Learning Disabilities
- Module III Section G - Head Injury
- Module VII Section E - Academic Advising and Accommodations

Presenters may want to describe the disability, then provide information on specific academic accommodations the student may use. The scenarios in Module V may be rewritten for academic accommodations and used as a small group exercise after discussing examples of academic accommodations.

A. Introduction

1. When working with people with disabilities, it is important to consider individual skills, abilities and personal characteristics; one should not focus solely on the disability.

Some people project a person's disability to all aspects of that person's life, and falsely conclude that because the person can't walk, see, or hear, he or she can't do anything else either.

The service provider may do things for people with disabilities that they are capable of doing themselves. This forces people with disabilities into positions of dependency.

2. Others are made uncomfortable by a person's disability and behave as though the disability is nonexistent. The disability is part of what makes the individual who they are. It should not be ignored.

3. When working with a person with a disability:

- One should not assume that all people with disabilities share the same concerns.
- One should not assume that their concerns stem from their disabilities.

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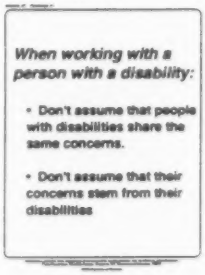
When working with a person with a disability:
• Don't assume that people with disabilities share the same concerns.
• Don't assume that their concerns stem from their disabilities

B. Personal Counseling

1. The goal of counseling a person with a disability, as with any other individual, is to assist that person to be self-directing, independent, and responsible for his/her own life.

Counselors who work with people with disabilities need to be fully aware that the client's presenting problem may have little to do with the person's disability.

2. However, by including disability-related questions in the initial interview, counselors are able to assess to what extent the disability contributes to the presenting problem.

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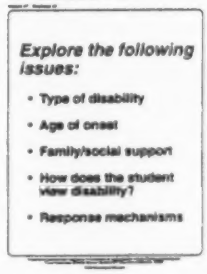
Explore the following issues:
• Type of disability
• Age of onset
• Family/social support
• How does the student view disability?
• Response mechanisms

- Type of disability
  - Is the disability visible or invisible?
  - Is there a social stigma attached to the disability? (i.e. psychiatric disability, AIDS)

- Age of onset of disability
  - Disability that occurs in childhood can result in parental and/or community over-protection.

- Family/social support
  - How does the family react to the disability? Are they shaming? Supportive? Overprotective?
  - Does the student have a social support system or do they feel alienated?

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- How does the student view disability?
  - Is it a source of shame? Pride? Something to be lived with?

- Response mechanisms
  - How has the student dealt with problems/ adversity in the past?
  - What coping skills have they developed?
  - How can these coping skills be used now?

3. In many cases, the counselor may not know that the student has a disability. Some students choose not to disclose because of the stigma attached to the disability, while others may believe that the disability is unrelated to the problems for which they are seeking counseling. In some cases, the disability may affect the outcomes of counseling. If the student exhibits inconsistencies in memory, judgment and/or problem solving, he or she may have a hidden disability.

In this case, ask the student if he or she has any other information which would be helpful in the counseling process. Keep in mind that establishing rapport and trust as well as creating an environment which invites disclosure is also important.

4. Simulated Counseling Session

(Facilitator Note: Set up counseling session in which one facilitator plays the counselor and the other one plays a client with a disability. This roleplay highlights some of the mistakes counselors may make when working with a client with a disability. It is most effective when the client has a visible disability. This allows the counselor to visibly

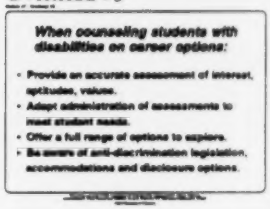
focus on the disability. In order to make this roleplay effective, the counselor must verbally and nonverbally assume that the presenting problem stems from the disability. For example, if the client uses crutches or a wheelchair, the counselor must illustrate to the audience that this is what he or she is focusing on. Prolonged stares at these items can help illustrate this. When the roleplay is completed ask the audience to give their reactions to the simulation and share what the counselor should have done differently. Additional roleplays will be completed in the Career Development and Academic Advising sections.)

In order to illustrate how focusing solely on the disability can affect the counseling relationship and deter the counselor from uncovering the presenting problem, we're going to roleplay what might happen on the initial visit at a counseling center. Before we begin, I want to give you some background information. _____, our counselor, has not had much experience with people with disabilities. This is his/her first meeting with _____ , the client. Let's see how _____ relates to _____.

Handout #1: (for facilitator use only) Personal Counseling Roleplay

C. Career Development

Overhead #3


When counseling students with disabilities on career options:
• Provide an accurate assessment of interest, aptitudes, values.
• Adapt administration of assessments to meet student needs.
• Offer a full range of options to explore.
• Be aware of anti-discrimination legislation, accommodations and disclosure options.

1. When counseling individuals with disabilities on career options, counselors will find that the issues are very much the same as when counseling nondisabled people.

2. It is essential to provide an accurate assessment of their career interests, aptitudes, values and needs in order to determine career choice.

This can be done by providing adapted assessments which meet the particular needs of the student. For example, a student with a learning disability may need a reader; there may be gaps in meaning for a person who is deaf or hard of hearing; a person with a visual impairment may need the instrument taped or Brailled.

3. When interpreting assessments, counselors will want to explore how the disabilities may have affected the outcome. For example, did the individual choose only interests that he or she thought could be pursued given the disability? Does the individual believe the results are reflective of him or her? Why/why not? These are questions that should be considered when counseling individuals with disabilities.

4. In the exploration phase, counselors must offer a full range of careers and majors to explore rather than focusing on the stereotypical or traditional choices for people with disabilities. For example, people who are deaf or hard of hearing have traditionally been counseled to pursue careers that do not require a great deal of communication ability, such as accounting. People

who use wheelchairs were often relegated to receptionist positions, and the suggested occupation for people with visual impairments was darkroom attendant. There are no right jobs for people with disabilities, but there are people with disabilities who are right for the job.

5. In the implementation phase, counselors must be aware of the legislation that prohibits discrimination on the basis of disability; the use of job accommodations and modifications; disclosure options; and which companies are "disability friendly."

(Facilitator Note: Here you may want to include other modules that describe these topics in greater detail. Module II discusses legislation, Module V describes the use of job accommodations and modifications and Module IV explains disclosure.)

6. Financial Need

Some people with disabilities receive Social Security Disability Income (SSDI) benefits, Supplemental Security Income (SSI), or Medical Assistance (MA). These programs have caps on how much an individual can earn and still qualify for benefits.

Handout #2:
SSI & SSDI

Service providers need to be aware that some individuals, for example, may not be able to accept jobs that do not offer medical insurance or whose medical insurance does not cover pre-existing conditions. Programs that fund personal care attendants may also be cut if the individual's salary exceeds the cap.

Enclosed in the workshop packet is a handout which explains the possible work incentives for which people receiving Social Security Disability Income (SSDI) or Supplemental Security Income (SSI) may qualify. For answers to questions about these incentives, call the local Social Security office.

7. Transportation

Service providers should also be aware that people with mobility impairments may have difficulty gaining access to transportation. Scarcity of accessible transportation and high demand for its services may make it difficult for some people with mobility impairments to arrive at work by 8:00 a.m. Flexible schedules such as working from 9:00 to 6:00 instead of from 8:00 to 5:00 may be a reasonable accommodation for individuals who use this transportation.

Title II of the Americans with Disabilities Act, which mandates that public transportation be made accessible to people with disabilities, will alleviate some of the difficulty individuals with mobility impairments have had locating accessible transportation.

8. "Disability Friendly"

Knowing what companies have solid track records in hiring people with disabilities can help students get off to a good start in their job search, and help them decide whether to disclose. The publication Careers and the Disabled offers a listing of the "100 Best Companies in America," which rates the companies on how well they recruit, hire and maintain employees

with disabilities. Students may also contact the state Department of Human Rights to explore a company's hiring records.

9. Simulated Career Development Session

Handout #3: (for facilitator use only) Career Development Roleplay

After learning more about what should be considered when counseling students with disabilities on career issues, let's see how our novice counselor works with _____ (name of the student with a disability) in the career development process.

(Facilitator Note: Begin role play and when it is completed, ask the audience to provide ways the session could be improved. Explain to audience that this was an example of what not to do in a career counseling session and that you will provide a list of ways to improve their career services to students with disabilities later in the presentation.)

10. Ways to Improve Career Services

In summary, here are some ways to improve career services for people with disabilities:

Handout #4: Ways to Improve...

- Think of providing career services to people with disabilities as the responsibility of the college career office.

- Promote self-efficacy. Plan activities/career exploration etc. that help the student value and acknowledge his or her skills.

- Don't think of everyone with a certain disability as having the same characteristics. Consider each

person's unique strengths and limitations.

- Don't classify certain jobs as appropriate for people with certain disabilities. Consider all options for each individual.

- Encourage students to "pursue their passions," and don't take charge of their career search.

- Encourage students to identify strengths that are related to their disabilities. For example, students may find that they are better problem solvers due to their experience in creating their own disability-related accommodations.

D. Job Seeking Techniques

1. Job seeking techniques used by people with disabilities are similar to those used by nondisabled individuals. Networking, informational interviews, and direct application are used by disabled and nondisabled job seekers alike.

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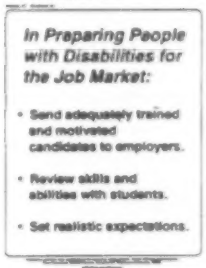
In Preparing People with Disabilities for the Job Market:
• Send adequately trained and motivated candidates to employers.
• Review skills and abilities with students.
• Set realistic expectations.

In preparing people with disabilities for the job market, counselors should do the same thing they do with anyone they are working with:

- Send adequately trained and motivated candidates to employers.
- Prepare applicants for interviews by reviewing their skills and abilities with them.
- Set realistic expectations (What is the economy like? What will they qualify for? How many rejections will they hear?).

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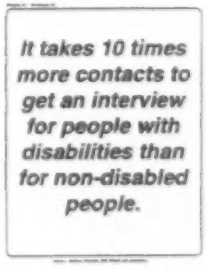

2. Differences in counseling individuals with disabilities to enter the job market occur in the need for accessibility and modification of the environment and in overcoming attitudinal barriers of employers. On the average, it takes 10 times more contacts to get an interview for people with disabilities than for nondisabled people. Similar to other minority groups, people with disabilities often believe they must be better than their peers in order to compete in the job market. This is because of negative employer attitudes and reactions.

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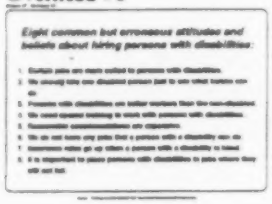
Handout #5: Eight Common but Erroneous Attitudes

Overhead #6



3. According to consultants Michael J. Lotito and Richard Pimentel, authors of "The Americans with Disabilities Act: Making the ADA Work For You," there are eight common misconceptions about hiring people with disabilities:

1. Certain jobs are more suited to people with disabilities.

Many people still believe that certain jobs are suited for people with disabilities. For example, people who are visually impaired should work as darkroom attendants. This stereotype is similar to the belief that women should be nurses. Remember, skills, abilities, and aptitudes should be used when placing any individual on the job.

2. We should hire one just to see what he/she can do.

Employers must avoid making hiring decisions based on their experience with one person with a disability. People with disabilities want to be hired for their own individual abilities to perform the job. A good or bad experience with an employee with a disability should not be generalized to all people with disabilities.

3. People with disabilities are better workers than people who are nondisabled.

Positive and negative stereotypes raise and lower expectations. Treat employees with disabilities as

individuals with diverse skills, interests and backgrounds.

4. We need special training to work with people with disabilities.

While people with disabilities may need accommodations, they are required to have the same level of competency as their co-workers. There are no special qualifications someone needs in order to work with an employee with a disability.

5. Reasonable accommodations are expensive.

According to the Job Accommodation Network, 90 percent of all accommodations cost $500.00 or less. Ask the person with the disability what he or she will need for accommodations. Do not assume that an expensive solution is the only and best way.

6. We do not have any jobs that people with disabilities can do.

Consider the person's abilities, not disabilities, when hiring. Accommodations can be made to compensate for most limitations.

7. Insurance rates go up when a person with a disability is hired.

In most cases health insurance rates do not increase.

8. It is important to place people with disabilities in jobs where they will not fail.

People with disabilities need to learn from their experiences just like everyone else. They often just need to be given the opportunity.

Are there any questions or comments about myths?

E. Academic Advising

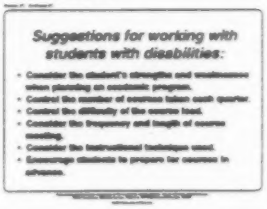
1. As with personal and career counseling, advising students with disabilities is more similar to, than different from, advising nondisabled students.

Handout #6
Suggestions for advising students

The same skills apply, but you may need to do some extra things for a student with a disability.

2. Following are some suggestions for working with students with disabilities:

Overhead #7



- Consider the student's strengths and weaknesses when planning an academic program. Balance courses accordingly. Use strengths and weaknesses to design course loads that control for weaknesses and reinforce strengths. For example, a student with low reading comprehension and rate may be advised to take only one heavy reading course at a time. A student with visual memory deficits may want to avoid art history courses. A student with strong visual-spatial skills could be advised to take an elective in studio arts.

- Control the number of courses taken each term. Students with systemic, learning, and psychiatric disabilities as well as head injuries, may be advised to take reduced course loads depending on how the student is affected by the disability. Students may still be able to receive financial aid when taking reduced course loads as an accommodation.

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(Facilitator Note: You may want to find out

what the financial aid policy is at your institution if a person takes a reduced course load as an accommodation.)

- Control the difficulty of the course load.

Reading, writing and other course requirements should be examined to determine course difficulty. Studies suggest that of four courses taken together, one should be considered difficult, two moderately difficult and one minimally difficult.

- Consider the frequency and length of course meeting.

Students with long-term memory deficits may perform better in classes that meet several times a week than in those that meet once a week. Courses that meet frequently usually have shorter grading periods and tasks are based on smaller amounts of information. The number of minutes a class meets is also important. Students with attention deficits may find it difficult to concentrate in classes that exceed an hour.

- Consider the instructional technique used.

Some instructors require students to gain most of their information through listening and reading. Other instructors provide hands-on laboratory experiences and extensive field work. An instructor may use a format requiring each student to participate in extended discussions. These variations represent further logistical factors that must

be considered when advising students with disabilities. For example, if a student has attention deficit disorder he or she may be advised to take courses that utilize a variety of learning techniques.

- Encourage students to prepare for courses in advance.

If a student needs to have a textbook taped, they should be encouraged to start contacting the professor in about the third week of the preceding term. Students who have difficulty reading may want to begin their course reading early, too.

3. Under Section 504 of the Rehabilitation Act of 1973, programs must be made accessible to students with disabilities. This is done through "reasonable accommodation." Here are some examples of academic accommodations that students with disabilities have used to gain access. This list is not exhaustive:

Deaf and Hard of Hearing:

- Interpreters.
- Notetakers.
- Tutors.

Visually Impaired:

- Readers/taped text.
- Alternative format — large print or Braille.
- Extra time to complete course work (due to the extra time needed to arrange for other accommodations).

Psychiatric Disability (Some students may have difficulty concentrating):

- Test proctoring.
- Extra time to complete coursework.
- Notetakers

Learning Disabilities:

- Alternative test procedures (using a reader or taped tests).
- Early registration (to prepare for other necessary accommodations).
- Early syllabus.

Mobility Impairments:

- Ramps.
- Lab assistants/scribes - (for people with limited dexterity).
- Accessible classrooms.

Accommodations for people with systemic impairments and head injuries would be similar to psychiatric and learning disabilities.

4. Simulated Academic Advising Session

Handout #7: Academic Advising Roleplay

Let's see how much you have learned about advising students with disabilities. Our novice adviser, _____, is going to meet with a student with a disability. Let's see how he/she does.

(Facilitator Note: Begin roleplay and when it is completed, ask the audience to discuss ways the session could be improved.)

Module VIII
Employment

Section A - Pre-Employment Process (job analysis and job desciptions)

Section B - Interviewing

Section C - Training

Section D - Supervision and Feedback

Instructions

This module, to be used with employers, supervisors and human resource professionals describes how hiring and supervision should be conducted under the Americans with Disabilities Act. This module can be combined with the following modules/sections:

- Module III - Disability Types
- Module II - Legislation
- Module VIII - Employment
- Module V - Accommodations/Modifications

Another way to enhance this module would be to present one of the videos in Module IX to dispel myths and stereotypes that employers may have about hiring people with disabilities and then combine it with Module VIII - Employment to illustrate how to effectively recruit and legally hire employees. In Section A it may be helpful to include a simulated exercise in which participants write a job description from a completed job analysis form to illustrate how to determine essential functions from marginal functions.

A. Pre-Employment Process

1. The Americans with Disabilities Act prohibits discrimination in all phases of hiring and promoting practices. It is up to the employer to make sure that their hiring practices are not discriminatory.

2. One way to do this is by developing job descriptions that define the essential functions (or main duties) of the job and the necessary educational background and qualifications. A job analysis is the best way to accomplish this task.

Overhead #1

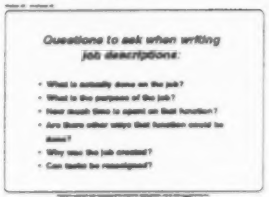
3. A job analysis is the process of breaking down a particular job into its parts. The first step is to make a list of the tasks performed. The second is to look at why and how the task is performed. The following are considerations that should be made:

- What methods, techniques and tools are used?
- How often is the task performed?
- Are the less frequently performed tasks as important as those done more frequently?
- How much time is allotted to perform the task?
- Is the pace consistent?
- Why is the task performed?
- Where is the task performed?
- How is success measured?
- What happens if the task is done wrong?
- What aptitudes are necessary? (Aptitude refers to the potential to learn and accomplish a skill.)
- What knowledge is necessary? (Knowledge refers to the level of general or technical information.)
- What skills are necessary? (Skills refer to the applied ability through training required.)

Job analysis is particularly useful when hiring people with disabilities. Frequently, a referral agency will do the analysis free of charge. A careful match of the individual's aptitudes and abilities with the job enhances the probability of success.

Job analyses are also used in writing job descriptions, which define the essential functions of the job. Job descriptions are not required by the ADA, but they can be used as evidence if a discrimination suit is brought against the employers. In preparing to write job descriptions ask the following questions:

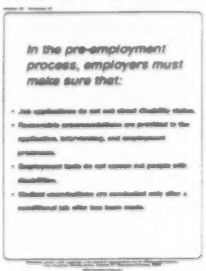
Overhead #2


Questions to ask when writing job descriptions:
• What is actually done on the job?
• What is the purpose of the job?
• How much time is spent on that function?
• Are there other ways that function could be done?
• Why was the job created?
• Can tasks be reassigned?

- What is actually done on the job? What is the purpose of the job?
- How much time is spent on that function?
- Are there other ways that function could be done?
- Why was the job created?
- Can tasks be reassigned?

In addition to making sure that essential functions are defined in the job description, marginal functions and "other duties as assigned" must be defined. (Marginal functions are minor tasks or duties.) Written job descriptions should be prepared before advertising the position or interviewing candidates.

Overhead #3



4. The next step is to review existing job application forms. Job applications should be revised to include questions pertaining to how the individual would be able to perform the essential functions of the job. Questions regarding disability status, health, past medical problems and workers compensation claims are prohibited under the ADA.

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5. In the pre-employment process, employers must inform applicants that they will provide reasonable accommodations in the application, interviewing, and employment processes if requested. For example, a job applicant who is deaf or hard of hearing may request an interpreter to be present at an interview. Individuals with limited finger dexterity may request assistance in filling out a job application.

6. In testing applicants, the ADA prohibits employers from using tests that tend to screen out people with disabilities. The test must be proven to be job-related and consistent with business necessity. In addition to making sure that the test is job-related, employers must also make sure that test administration is not discriminatory. For example, it is reasonable to read a test to a person with a learning disability, if reading is not an essential function of the job.

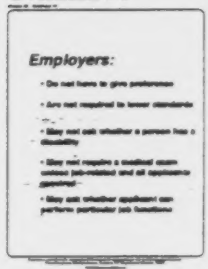
7. Drug testing is still allowed under the ADA, but for prescription drugs, testing may be conducted only after a conditional job offer has been made. The test must be proven to be job-related and consistent with business necessity. The rationale behind this is that pre-employment drug testing often leads to disability disclosure without the individual's consent. Drug testing that detects the use of illegal drugs only is still admissible under the ADA.

8. Medical examinations may only be performed after a conditional job offer has been made. Exams must be related to functions of the job and only if all employees in that class are given an exam. Employers cannot withdraw an employment offer on the basis of a dis-

ability unless the disability affects the individual's ability to complete the essential functions of the job or affects safety in the workplace.

B. Interviewing

Overhead #4



1. Under the ADA, employers do not have to give preference to people with disabilities. The ADA is a civil rights law, not an affirmative action law. However, employers cannot use the disability as a reason for saying that the person is less qualified than someone else. At the same time, employers are not required to lower standards of productivity or quality.

2. In the interview, employers need to be careful not to ask questions regarding the existence, nature and severity of an applicant's disability. Interviewers should ask only questions about tasks listed in the job description. Although employers are not allowed to ask about the disability and how it affects the candidate, employers may ask how the applicant would be able to complete the essential functions of the job. For example, questions such as "The job requires the ability to file, how would you be able to do this? The job requires use of our computer. How would you be able to access the computer? The job requires operation of an automobile. Do you have a valid driver's license?" These are questions that allow the interviewer to find out how the applicant would be able to perform the job. Questions such as "Are you in good health? Have you ever had an injury or a disease? Have you ever had an emotional illness? How did you become a wheelchair user?" are all illegal under the ADA.

If the applicant brings up the subject of disability, then the employer can ask questions about the extent of the applicant's disability and what accommodations the applicant needs in order to do the job for which he or she is applying. However, the employer may not use

the need for a particular accommodation as a reason for not employing the individual.

When interviewing people with disabilities, it is important to keep in mind that nonverbal cues such as eye contact, firmness of handshake, and posture may not be strong indicators of the skills of the person you are interviewing. Just as when interviewing people from other cultures, it is important for interviewers to be aware of cultural bias and how this might affect which candidate is seen as the most qualified.

- Simulated Interview

(Note to facilitator: If you conduct the simulated interview, you may want to delete some of the information above on employer responsibilities.)

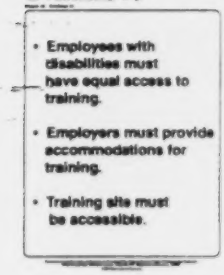
(Set up interview in which one facilitator plays the interviewer and the other one plays an interviewee with a disability. [It is most effective if the person playing the interviewee has a disability or simulates a disability by using a wheelchair or a cane.] Go through the whole interview and then ask the audience what they saw the employer do that was wrong, discuss their responses, and clarify any misinformation they may have on the ADA.)

3. To help you understand the ADA related to hiring practices, we're going to role play an interview. _____ (name of person) is going to be an applicant interviewing for a job as a marketing representative with an office supply company.

_____ will be the employer who is interviewing him/her. We want you to listen very carefully to the questions asked in the interview. At the end of the interview, we will ask you to point out illegal statements. Let's begin.

C. Training

Overhead #5


• Employees with disabilities must have equal access to training.
• Employers must provide accommodations for training.
• Training site must be accessible.

1. Employees with disabilities should have equal access to training opportunities in order to perform their jobs effectively and to gain access to promotions. Employers cannot deny training to employees with disabilities on the basis of accommodation requests unless the accommodation would cause an undue hardship. Training sites must be accessible and training materials must be available in alternative formats on request.

Other accommodations that might be requested include interpreters and closed-captioning on video tapes for employees who are deaf, or extra training time for people with learning disabilities.

2. If training is conducted off site, the employer is responsible for making sure the chosen site is accessible and accommodations are provided.

For example, if an employer holds a training session for customer service representatives in a hotel or conference center that is not accessible, it is up to the company to provide necessary accommodations or move the training session to a site that is accessible.

Likewise, employees with disabilities must have the same access to employer-sponsored social and recreational activities. This gives all employees equal access to networking or the company grapevine, through which significant career/job information is passed.

D. Supervision and Feedback

1. Providing supervision and feedback to an employee with a disability is difficult for some because they don't want to make the person with a disability feel bad. However, a supervisor should not be afraid to provide honest feedback to an employee with a disability. They need to hear what they've done well and what needs improving. A performance problem may have nothing to do with the disability.

2. A supervisor should treat the person as he or she would any other employee. Employees with disabilities should not be sheltered from the realities of the workplace. People with disabilities want to be treated fairly and this includes the opportunity to hear when they have done well and when they haven't done well.

3. Supervisors should ask employees questions about the disability if the person has disclosed it and if the questions are relevant to providing adequate supervision and feedback.

4. If the person has not disclosed a disability but the employer believes a disability may be causing performance problems, the issue may be raised. Here is one way to discuss the possibility of a learning disability.

- Roleplay

(Set up interview in which one facilitator plays the employee with a possible learning disability and the other facilitator plays the supervisor. Explain that the employee has just been promoted and the supervisor is concerned

about the employee's ability to complete some of the tasks. After the roleplay, facilitators should discuss the roleplay. Some questions to ask the audience include: What did the supervisor do to resolve the performance problem? What did the supervisor do to encourage the employee to disclose the disability?)

_____ (name of co-facilitator) and I are going to do a roleplay. _____ will play the part of a person with a learning disability. _____ has recently been promoted to supervisor and now has to write up job orders and keep a log of staff activities. She did well in her previous job, because there was no writing involved. Now that she's been promoted and has to do tasks in her disability area, she is getting behind in her work. Watch the roleplay and note what the supervisor does to resolve the current problem and to encourage disclosure.

Handout #2: Roleplay

(Conduct Roleplay.)

This roleplay was an example of procedural accommodations. The accommodation was worked out between the supervisor and the employee, something mutually agreeable to both. Other examples of procedural accommodations include allowing flex time for a person who uses paratransit and allowing an employee shorter, more frequent breaks.

5. Now we'd like to look at specific issues individuals may face in the workplace. Divide into groups of 6 to 8. Each group identify a supervision problem one of you has experienced with a person with a disability or a possible disability. Then brainstorm possible solutions.

Select one solution to share with the larger group.

Allow the groups 10-15 minutes to discuss. If a group cannot think of an issue, provide scenarios 1-4 from Module V. Have a representative from each group explain the problem they discussed and the solution chosen.

6. If there are problems on the job, the supervisor should talk openly with the employee about why the problems are occurring and what they can do together to solve them. If neither the supervisor nor the employee knows how to solve the problem, they should seek other resources. Here are several:

- Disability Services
- Human Resources
- An attorney, if there is disagreement about whether an accommodation is reasonable.
- The employee's rehabilitation counselor, if he or she has one.

Module IX
Videos

Section A - "Part of the Team"

Section B - "Making the ADA Work for you"

Instructions

These videos are helpful in illustrating ways to accommodate people with disabilities on the job. "Part of the Team" focuses on individuals with disabilities in a variety of different jobs. It allows the viewer to see people with disabilities in careers utilizing various accommodations. "Making the ADA Work for You" describes components of Title I of the Americans with Disabilities Act such as reasonable accommodation and undue hardship. It also discusses supervision, feedback and job retention issues. People with disabilities provide the information in this video.

Both of these videos can be used in lieu of, or in addition to, facilitator lecture. For example, "Part of the Team" can be used instead of the following:

- Module V - Accommodations/Modifications
- Module VI - Job Accommodation Demonstration

"Making the ADA Work for you can be used in place of the following:

- Module II Section B - Americans with Disabilities Act

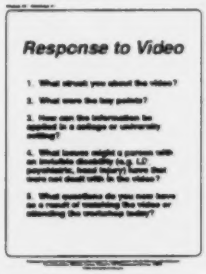
A. "Part of the Team"

(If you have time constraints, present only the last 11 minutes of the video and provide the following explanation:)

In this video you will see examples of how people with disabilities are accommodated in the workplace. You will meet both the employees and their supervisors. Because we are starting in the middle of the video, I will introduce the main characters:

1. Chris is a reporter who uses a wheelchair.
2. Priscilla works in an office and is deaf.
3. Cyndee, who works in a pharmacy, has a mobility impairment.
4. John is an architect and is paralyzed.
5. James is a heavy equipment operator who has had a leg amputated.
6. Susie works for Hallmark Cards and uses a wheelchair.
7. David works as a clerk and has a head injury.

Overhead #1



(Discuss audience reaction to video.)

B. "Making the ADA Work for You"

(This video, which describes the components of Title I of the ADA, is 23 minutes long. After screening the video, ask for audience reaction.)

Module X
Student Trainers

Section A - How To Develop a Program for Student Trainers

Section B - Student Trainer Session I

Section C - Student Trainer Session II

Instructions

The purpose of this module is to assist in training students with disabilities as presenters for workshops. It is often beneficial to the audience to hear about disability-related issues from people who have these disabilities. Therefore, we suggest that facilitators train students at their university/college to assist in facilitating these workshops. Included in this module is information on program development, recruitment and selection of students. Sections B and C provide scripts to use when training students. Each of these workshops are approximately 2 1/2 hours and provide many opportunities for students to ask questions and gain feedback about their presentation skills.

How To Develop A Program For Student Trainers

The Student Trainer Program was designed to have students with disabilities work with disability services staff to co-facilitate workshops. As workshop facilitators, students share information about their own disability and how they use accommodations in school or in the workplace.

The idea for student trainers came from workshop participants who indicated that our presentations could be enhanced by including presenters with disabilities. This provides participants with a chance to interact with and ask questions of persons with disabilities on a person to person level. We have found that, for many participants, this is their first encounter with a person with a disability. Feedback from such workshops has been very positive.

It is helpful to recruit students representing several different disabilities. This increases potential topic areas for discussion and is useful for workshop topics on specific disabilities.

Recruiting Student Trainers

To recruit students, an article describing opportunities for student trainers could appear in the disability services newsletter or other publication materials from the facilitator's office, or in university newspapers. Students could also be informed about the positions through counselors in disability services or through other university personnel who work with students with disabilities. Students can also be recruited by sending out notices to all identified students with disabilities on campus and speaking to campus social and political organizations in which students with disabilities are represented.

Interested students should be sent a description of the student trainer position which highlights the requirements.

The basic qualifications, requirements and benefits for student trainers include the following:

- Qualifications
  - Eligible for services through the disability services office.
  - Good communication skills.

- Comfortable in talking about their own disability.
- Good academic standing (GPA 2.5/4.0).

• Training

- Two sessions for 2 1/2 hours will take place before the first workshop.

• Benefits

*- Receive a stipend for participating in training sessions.

*- Receive a stipend for each workshop at which you present.

- Develop presentation and group facilitation skills.
- Acquire knowledge about disability and career-related issues.
- Gain professional work experience.

A copy of The Description of Student Trainers is included in this manual.

* Career Connections was able to offer a stipend to our trainers through money received by a federal grant as well as through the Office of the Vice President for Student Affairs. It may be beneficial for you to check with human resources, affirmative action, and student affairs offices for possible funding available for student development.

Selection Process

Interested students should fill out an application in which they indicate their major and grade point average, as well as answer the following questions:

•Why are you interested in being a student trainer?

• What skills or experience do you have in facilitating group discussion and/or presenting to an audience?

•What are your career goals?

Students are selected on the basis of eligibility, qualifications, and time availability. Interviewing students to find out why they are interested in co-facilitating workshops and what they hope to gain from the experience is also an effective way to screen students and helps avoid unrealistic expectations. Some possible interview questions include the following:

- How comfortable are you in facilitating group discussion and/or presenting to an audience?
- Have you had opportunities to talk to others about your disability? If yes, please describe the situations.
- Do you think you would be comfortable or are you comfortable in talking about your disability to workshop participants?
- What is your time availability?
- Do you think your participation in the student training position will in any way influence your academic standing?

Selected students are then sent a letter of acceptance which includes times for the upcoming training sessions. Copies of the Application for Student Trainers and Letter of Acceptance are included in this manual.

The following points are important to keep in mind when scheduling the training sessions:

- Consider all students' time schedules before selecting training times.
- Require students to attend the first introduction/overview session and offer a choice of one of two dates and times for Session II.
- Reserve an appropriate room in advance for each of the two training sessions.
- Make arrangements for breaks or meals if training times occur during meal times.
- Check accessibility of training rooms and reserve a larger, more spacious room for training Session II for roleplays and video recording equipment.
- Consider midterm and final exam schedules when setting training dates.
- Prepare materials in alternative format (Braille, large print) if needed.
- Determine what procedures you will need to follow to pay students. Prepare contracts if necessary.

STUDENT TRAINER SESSION I

I. Introduction

A. Welcome and thank you for agreeing to participate in the student training program. We hope each of you will find this a rewarding and exciting program.

Before we get started with the actual training, I would like to take some time to complete an ice breaker exercise so that we can get to know each other a little better. I would like you to pair up with a partner, preferably someone you do not know, and find out who your partner is. You might want to ask such questions as what their college major is, where they work, what they like to do in their leisure time, etc. I will give you about five minutes to do this and then we will stop and each of you will introduce your partner to the group. *(Facilitator Note: The time allotted for this exercise depends on the group size. Facilitators may participate in this exercise)*

(Facilitator Note: Ask for a volunteer to begin introductions. Continue this process until everyone in the group has been introduced.)

(Facilitator Note: You should adapt the following description to your own situation.)

B. Before we go on with today's session, I would like to hand out our agenda so that you will have some idea of what to expect in the remaining time.

(Facilitator Note: At this time hand out the agenda for Student Training Session I.)

C. Now that we know each other better, I would like to spend the next few minutes discussing the kinds of workshops you will be co-facilitating.

The mission of our workshops is to empower faculty, staff, and employers to work effectively with students with disabilities and to tap the under-utilized resource of individuals with disabilities.

D. Workshops cover such topics as:

- Characteristics of adults with disabilities.
- Disability etiquette.
- Common misconceptions.
- Accommodations appropriate to the workplace.
- Advising and career development.

II. Program Expectations

A. As student trainers you will co-facilitate workshops with (*your office*) staff. You will prepare and present on any one of the areas in our training manual or present on a topic of your choice related to the nature of a given workshop. At the end of the training session today, you will select a training topic to present to us at the next scheduled training session.

B. During workshop presentations you may be expected to share a little about your own disability, how you may have used accommodations in the workplace, as well as to present the topic in the training manual you have prepared. You will also be expected to meet with staff before the workshops to discuss workshop agendas and to rehearse possible presentations. At some workshops, you will assist the workshop leader in facilitating group discussions.

C. You will be expected to present at least ____ (number of times) during the year and you will have the opportunity to do additional workshops depending on your availability and on our workshop needs. We will contact you before a workshop to see if you are available. If you agree to present, we expect that you will be there. If you are unavailable, or cannot make it, we expect that you contact us as soon as possible so that we may schedule an alternate. In fact, you may sometimes be asked to be an alternate. We recommend that you agree to be an alternate only if you know you will be available that day.

D. Please inform us in advance of any accommodations you will need. This not only includes disability accommodations, but also any video equipment, tape recorders or overhead projectors which you may need in your presentations.

Handout #1: Student Trainer Weekly Schedule

E. Another important detail is that we are able to reach you when necessary. We ask that you let us know today when and where you can be reached during the day and if it is okay for us to reach you at home and to leave specific messages on your answering machine or voice mail. To help in this process, we will ask you to fill out a new schedule every quarter.

F. As student trainers, you will be expected to maintain a 2.5 minimum GPA.

G. The amount of time involved in being a student will vary depending on the number of workshops you're involved in and how much time you personally need to prepare.

Do you have any questions?

(Facilitator Note: At this time you may want to stop to answer questions students may have about these expectations.)

III. Explanation of Training Manual

(Facilitator Note: When conducting the student training, it is best for the student trainers to each have their own copy of the training manual. When presenting this section, ask your trainers to refer to the beginning of the training manual and to page along as you describe each section.)

The modules found in this training manual were designed to educate service providers, employers, and human resources professionals on the career needs, potential and abilities of individuals with disabilities. As students trainers your goal is to facilitate this education by presenting topics from the training manual or from your own personal experience. Modules in the training manual include:

- Paradigm Shift
- Legislation
- Disability Types
- Communication
- Accommodations/Modifications
- Job Accommodation Demonstration
- Counseling
- Employment
- Videos
- Student Trainers

Trainers select the modules that best meet the audience's needs.

(Facilitator note: Show the following sections in the manual as you are describing them and allow students time to find them in their copy of the manual.)

Each module includes an instruction section and provides a rationale for its most effective use. In addition to these introductory instructions, the manual includes a script, accompanying handouts,

and overhead transparencies. The handouts and overheads are numbered according to which module they are used with. There is also an overview of the training manual at the beginning and a list of resources that are referenced in the script.

The manual employs a variety of approaches. Along with the scripted lectures, there are experiential activities such as roleplays, small group activities, simulations, and suggestions for discussion.

(Faciliator note: As you go through the descriptions of the modules below, point out some of the experiential activities found in the modules.)

A. Paradigm Shift: This modules describes the shift that is taking place in the way people view disability — from a medical model to an interactional model. The interactional model empowers people with disabilities to make choices, gain independence, and achieve equal status in society. A brief overview of physical, programmatic, informational, and attitudinal access is provided.

B. Legislation: This module provides an overview of both the Rehabilitation Act of 1973 and Title I of the Americans with Disabilities Act. This section is useful for providing employers with the legal framework from which they must operate when hiring and employing people with disabilities.

C. Disability Types: This module describes seven major disability categories served by colleges and universities. It is a useful section to include in most training sessions in providing an overview and description of disability types to employers or campus person-

nel. The seven disability types included are visual impairments, deaf and hard of hearing, mobility impairments, systemic conditions, psychiatric disabilities, learning disabilities, and head injuries.

D. Communication: This module provides information on enhancing communication and interaction with people with disabilities. Language, disclosure options, and interaction suggestions are included.

E. Accommodations/Modifications: This module illustrates how disabilities may be accommodated in the workplace. Reasonable accommodations and modification suggestions for different disability types are included.

F. Job Accommodation Demonstration: This module provides information on how to conduct an actual hands-on demonstration of adaptive technology such as Braille printers, telecommunications devices for the deaf, and voice-output computers.

G. Counseling Students with Disabilities: This module provides useful information for personal counseling, career development, job seeking techniques, and academic advising for students with disabilities. It is most useful for training campus counselors, advisers, and other personnel who work with students with disabilities.

H. Employment: This module provides information on doing job analysis, developing job descriptions, interviewing, training, and providing supervision and feedback to people with disabilities as mandated under

the Americans with Disabilities Act. It is most useful for training employers, supervisors and human resource professionals on hiring and other disability related issues in the workplace.

I. Videos: This module provides information about two videos that illustrate ways to accommodate people with disabilities on the job. These two videos can be useful resources for trainers to use when conducting workshops.

J. Student Trainers: This module provides instructions for training students with disabilities to present at workshops and trainings on disability-related issues.

Now that you have been provided with a brief overview of the training manual, we would like you to take a few minutes to think about which section(s), if any, you might be interested in learning and in presenting to an audience. We will be returning to this later in our training session today as you will be asked to decide on a topic to present for Session II. It is not necessary for you to decide on your topic at this time nor is it necessary for you to present on a topic from the manual. The purpose of this section was to introduce you to our training manual and to familiarize you with its rationale and purpose for use in our trainings. Do you have any questions at this time regarding the training manual?

(Facilitator Note: Spend time answering questions which may arise after the training manual explanation is given.)

IV. Disability Disclosure

A. Since you will be expected to disclose and to talk about your disability, it is worth our time discussing disclosure issues. For the most part, you can expect the audience to ask you questions about your disability as it relates to the workshop topics. For example, if your presentation covers disability etiquette, a member of the audience may ask you how you refer to your disability. As another example, if the workshop topic is on accommodations in the workplace, it would be appropriate for an audience member to inquire about which job accommodations you have used and/or requested. The most important point regarding disclosure about your disability is that you have the right not to respond to inappropriate questions about your disability. For example, questions about your personal life would certainly be considered inappropriate.

Since you may be asked inappropriate questions, it is important to spend some time talking about how you might handle these situations. An acceptable response is, "I do not feel comfortable answering that question." It will be important that you state this assertively and in a non-threatening manner.

At this point I would like to give you a chance to talk about what some other examples of inappropriate questions might be. I would also be interested in hearing from you whether or not you have been in this situation before and how you handled it.

(Facilitator Note: Spend a few minutes processing this with the group.)

B. Another disability-related issue is that your audience may or may not be familiar with the disability culture. As a result, your audience may have some preconceived notions or "myths" about people with disabilities. Some of these notions or myths may be:

- People with disabilities are helpless.
- People with disabilities are superhuman.
- People with disabilities are untouchable.
- People with disabilities are different.
- If a person has a disability in one area, then he or she has limitations in other areas too.

In addition, some people don't realize that hidden disabilities exist because they are not as visible as physical disabilities.

As a result of these notions or myths, some of your audience's questions may stem from a desire to find out more about you as a person with a disability. It is therefore important for you to be prepared to answer disability-related questions as they arise. Again, keep in mind that at no time should you feel obliged to answer inappropriate questions.

C. In answering disability-related questions, keep in mind that you should be careful when speaking about people who have a disability different from your own. It is important that you convey to your audience that each person with a disability is unique. Most important, it is okay to let your audience know that you don't know the answer to a question if you really do not know it.

D. At this time I would like to know if you have any questions or comments related to disability disclosure issues.

(Facilitator Note: Again, spend some time processing this material with your trainers. To get discussion started, ask participants to share situations they've been in and how they dealt with them.)

V. Presentation Basics

A. Before each of the workshops, it will be important that you know your audience and their needs. Your presentations should be tailored to their needs. Some other suggestions to consider before each workshop include:

- Rehearse your presentations - understand the material and practice, practice, practice!
- Time your presentation - prioritize materials and activities so that parts may be deleted if necessary.
- Know your equipment and practice using it. For example, if you use transparencies, practice with transparencies and the overhead projector, if possible.
- Arrive early to the session to allow adequate time for setting up.

B. If you are planning on using overhead transparencies, here are some tips for their effective use:

- Use an opaque mask to progressively disclose information as you present it.
- Use a pointer to focus attention on specific content.
- Use a water-soluble marker to highlight important information at the appropriate time.
- Keep overhead transparencies simple and use large type *(Note: Staff can help with preparation of transparencies.)*
- Refer to the transparency on the projector as you are speaking; do not look up at the screen.

(If you look at the screen, your back will be to the audience.)

C. Some tips for the use of handouts include the following:

- Reference the particular handout you are discussing during the course of the session by describing it (title, color) and holding it up for participants to see.

- Use black print, preferably white or light colored paper - avoid dot matrix print. *(Note: Staff can assist with preparation of handouts.)*

VI. Presentation Challenges and Facilitating Audience Participation

A. Now I would like to address some of the most common delivery problems and presentation challenges beginning trainers may encounter. Some of the major concerns you may have at this time include fears, your own credibility, answering questions, timing, feedback, dependency on notes, and disruptive audience members. Many of these factors play a part in meeting the objectives and needs of your group. Learning how to effectively handle some of the challenges you may encounter can enhance your audience's participation as well as your own comfort level. Therefore, the following suggestions may facilitate audience participation:

- Create a relaxed and friendly atmosphere. Greet people as they enter and take time for introductions if feasible.
- Complete your presentation in the time allowed. Have a co-presenter warn you when your time is almost up.
- Develop an opening and memorize it if possible.
- Avoid reading from the manual. Rely on key words in your outline, notes on frames of transparencies and on your copies of handouts.
- Maintain good eye contact.
- Use examples from your own experiences and experiences of others whom you personally know. (Remember to maintain confidentiality and never disclose names or identifying information.)
- Encourage participation. Ask open-ended

questions, provide positive feedback when people participate and include small group activities (case studies, role plays, pairing up) if appropriate.

- Invite participation by allowing people to share at an early time in the presentation if appropriate.
- Adjust the session as needed. Request feedback either during the session or during the break and respond to audience concerns. Redesign the program during a break if feasible.
- Watch or listen for responses such as signs of boredom, frowns, and questioning looks and ask for feedback when appropriate.
- Use humor, allowing the audience to feel comfortable, reduce fears and increase participation.
- Circumvent dominating behavior by the use of nonverbal behavior, such as breaking eye contact or standing with your back to the person and inviting the other group members to participate.
- Anticipate questions and prepare for answers to key questions participants may have.
- Repeat participants' questions to ensure that everyone has heard the question.
- Redirect questions you do not know back to the group's expertise or try to locate answers during breaks or offer to contact the participant at a later time.
- Provide an effective closing. Summarize the presentation simply and concisely.
- Thank the participants for their time and their contributions.

B. To demonstrate some of these common presentation challenges you may encounter as beginning trainers, we

will spend the next few minutes discussing some possible situations that might arise during a workshop.

(Facilitator Note: The following scenarios are suggested to be used as roleplays or as a springboard for discussion: 1) a presenter is trying to engage audience participation, 2) a presenter is trying to handle a disruptive or confrontive audience member, or 3) a presenter is asked a question he or she does not know how to answer or is uncomfortable answering.)

Handout #2: Student Trainer Homework Assignment

C. For Session II we would like you to prepare a ten minute presentation on a topic of your choice from the training manual, from the list of upcoming workshops, or from your own personal life experience. The goal is to engage the audience. You do not have to deliver a formal speech. The presentation could be leading an activity or providing a demonstration. Some students have chosen to present a topic directly from the training manual. Others have chosen to do a roleplay of a personal life experience. Don't limit yourselves, we welcome your creativity!

Handout #3: Student Trainer Topic Description

Staff members will be available to meet individually with you to assist in your topic preparation if desired. Before you leave today, we would like you to meet briefly with one of our staff to discuss any of your potential ideas. If you already know on what topic you would like to present, please fill out a two to three sentence description of your topic and how you propose to present it. Hand this in to one of our staff before you leave the session today. If you do not know on what you wish to present, one of our staff will be happy to work with you on choosing a topic. You may work together after today's session or you may schedule a time to meet in a few days if you desire some time to

review the training manual or to think about a topic of interest to you.

In Training Session II, your ten minute presentation will be videotaped and you will receive feedback from our staff as well as from other student presenters. The videos will be available for you to review so that you can make any changes or adjustments to your presentation. Since this is a lengthy process, we have scheduled two different times for Session II and the groups will consist of half of the members. Please remember to sign up for Session II before you leave.

(Note: The number of training sessions will depend on your number of student trainers and staff availability. Our Session II was offered twice, with four students and three staff members at each. If students need to fill out a contract, it could be done at this time.)

What questions do you have before we meet with one of our staff members to discuss your presentation topics? *(Facilitator Note: Provide an opportunity for students to ask questions.)* I would like to thank each of you for participating in the first student training session. We look forward to meeting with you in Session II and please contact us if you need assistance with this assignment or have any further questions.

(Note: You do not have to limit the student presentations to ten minutes. We selected ten minutes because time is needed for the group to provide feedback to one another. Schedule Session II close to Session I so that students retain the training from Session I but long enough that students have time to prepare their presentations. We suggest scheduling Session II approximately one week later.)

STUDENT TRAINER SESSION II

(Note: It is important that you prepare in advance for this meeting to ensure that the proper technical equipment is ordered and that the room is large enough to accommodate the nature of the presentations you may expect. Arrive early and test out the equipment and sound and make any necessary room arrangements. Make sure you have arranged for all disability accommodations and presentation accommodations. Allow time for breaks and provide snacks. Make sure you have a watch or clock to time the presentations. Tell students beforehand that you will be stopping them if they go over their time limit.)

I. Introduction

A. Welcome back to Session II of the student training. As you know, today you will be the presenters and our staff will be the audience. Each of you will present your topics and we will stop in between to provide feedback on both the nature of your topics as well as on presentation style. We will also be timing your presentations. How are you all feeling at this time?

(Facilitator Note: Spend some time with your group alleviating any anxiety.)

Handout #4: Student Trainer Feedback Form

B. Those of us in the audience will write down our comments and feedback on the Feedback Form with which we have been provided. You do not have to write your name on the top of these forms as they will be given to the presenters for their own review. Your honest feedback would be most helpful. After the

presentation, we will spend time processing and giving feedback. At that time, feel free to comment on anything you would like. If there are no further questions, who would like to go first?

II. Feedback and Discussion

(Facilitator Note: Do feedback after each student has presented. Watch the time to ensure that all students receive equal time.)

A. Okay, now let's spend some time processing and providing feedback. First of all, how do you feel now that this is over? *(Facilitator Note: Make sure you allow your presenter to state how s/he feels and to ask any questions of the group.)*

B. Let's start with some feedback from the group. Who would like to start with giving feedback? *(Facilitator Note: Give feedback on material discussed in the Presentation Basics section, such as speed, time, nonverbals, clarity, comprehensiveness, quality of handouts, relevancy of materials presented, effectiveness of presentation, etc.)*

C. Great! At this time, I would once again like to thank each of you for your participation. Be sure you have handed your feedback forms to each of the presenters so that you will each have a chance to further review this feedback. The videotape is available for you to check out at your convenience. If and when you make any changes to your presentations, our staff is available to review the changes with you. I hope you have had a rewarding experience and we look forward to working with you.

Handout #5:
Session Evaluation

D. Finally, before you leave it would be helpful for our staff to receive an evaluation of your experience in the training. Please take a few minutes to complete the evaluation form we have provided and then I would

like to spend some time informally processing what was most helpful for you in the training. Please consider both Session I and Session II as you fill out the evaluation form. *(Facilitator Note: Give students a few minutes to complete the form and then open up the time for informal feedback).*

OVERHEADS

PUTTING ABILITY TO WORK: DISABILITY, CAREER DEVELOPMENT AND EMPLOYMENT

Two Models of Disability: A Contrast

Medical Model	Interactional Model
Disability is a deficiency or abnormality	Disability is a difference
Being disabled is negative	Being disabled, in itself, is neutral
Disability resides in the individual	Disability derives from the interaction between the individual and society
The remedy for disability-related problems is cure or normalizaiton of the individual	The remedy for disability-related problems is a change in the interaction between the individual and society
The agent of remedy is the professional	The agent of remedy can be the individual, an advocate, or anyone who affects the arrangements between the individual and society

Carol Gill, Director
Chicago Institute of Disability Research

Meaningful Access

- **Physical Environment**
- **Program/Policy Environment**
- **Information Environment**
- **Attitudinal Environment**

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PL 93-112 Title V Section 504
Rehabilitation Act of 1973

Any institution or activity receiving federal assistance.

Education

Must not:

- limit admittance
- give discriminatory tests
- inquire regarding disability

May be required to:

- extend time to earn degree
- modify methods and exams
- make learning aids available

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Americans with Disabilities Act (ADA)

Title I	• **Employment**
Title II	• **Public Services**
Title III	• **Public Accommodations**
Title IV	• **Telecommunications**
Title V	• **Miscellaneous**

Title I Employment

Applies to:

- **Private Employers**
- **State & Local Government**
- **Employment Agencies**
- **Labor Unions**

Deadlines:

- **25 or More Employees, July 1992**
- **15 or More Employees, July 1994**

Individual with a disability:

A person who has a physical or mental impairment that substantially limits one or more major life activities.

Qualified Individual with a Disability:

- **Skills**
- **Experience**
- **Education**
- **Other requirements of a position**
- **Can perform the *essential functions* of the position**

Reasonable Accommodation is any modification or adjustment to a job or the work environment that will enable a qualified applicant or employee with a disability to participate in the application process or to perform essential job functions.

Types of Reasonable Accommodations:

- Job Restructuring
- Part-Time or Modified Work Schedules
- Reassignment to Vacant Position
- Acquisition or Modification of Equipment
- Acquisition or Modification of Examinations
- Providing Qualified Readers or Interpreters

Undue Hardship Determined by:

- *Size*
- *Resources*
- *Nature*
- *Structure*

of Employer's Operation

Visual Impairments

- **Legally Blind:** Central visual acuity of 20/200 or less in the better eye with corrected lenses or central visual acuity of more that 20/200 if the peripheral field is restricted to a diameter of 20 degrees or less (only 2% of the visually impaired population)

- **Low Vision:** Limited or diminished vision that cannot be corrected with standard lenses.

- **Partial Sight:** Field of vision is impaired because of illness, degenerative syndrome, or trauma. Can be temporary or permanent.

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8 Point Type

Few parents realize that during the progress of these diseases the eyes of the patient may develop serious ulcers or other dangerous conditions, which, unless skilfully treated, may leave a white film over the "sight" of the eye

10 Point Type

Few parents realize that during the progress of these diseases the eyes of the patient may develop serious ulcers or other dangerous conditions, which, unless skilfully treated,

12 Point Type

Few parents realize that during the progress of these diseases the eyes of the patient may develop serious ulcers or other dangerous conditions, which, unless

14 Point Type

Few parents realize that during the progress of these diseases the eyes of the patient

16 Point Type

Few parents realize that during the progress of these diseases the

24 Point Type

Few parents realize that during the progress of these

30 Point Type

Few parents realize that during the prog-

BEST COPY AVAILABLE

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Leading causes of blindness for people over the age of 20 are:

- **Glaucoma**
- **Diabetes**
- **Vascular diseases**
- **Myopia**

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Retinal problems which cause vision loss include:

- **Macular degeneration**
- **Diabetic retinopathy**
- **Retinal break**
- **Cataracts**

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Deafness and hearing loss

Different causes of deafness and levels of hearing loss.

Time of hearing loss:

Prelingually deaf

Postlingually (adventitiously) deaf

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There are three types of hearing loss:

- **Conductive loss**
- **Sensorineural loss**
- **Mixed loss**

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Degrees of Hearing Loss

Normal Hearing (20 dB loss)

Mild Loss (20-50 dB)

Moderate Loss (50-70 dB)

Severe Loss (70-90 dB)

Profound Loss (over 90 dB loss)

Decibel (dB) - range of intensity of subjective loudness.

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Mobility Impairments

-can be caused at birth or by accident or illness:

- **Quadriplegia**
- **Paraplegia**
- **Amputation**
- **Conditions such as**
  - **cerebral palsy**
  - **multiple sclerosis**
  - **arthritis**
  - **muscular dystrophy**

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Depending on the severity of the disability, individuals may have limitation in:

- **Stamina**
- **Manual dexterity**
- **Sitting**
- **Standing**
- **Talking**

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Systemic Conditions

- AIDS
- Asthma
- Cancer
- Diabetes
- Epilepsy
- Other Chronic Health Disorders

- Related Issues:
  - chronic pain condition
  - stamina limitations
  - absences (during flare-ups)

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Psychiatric Disabilities

Significant emotional difficulty.

Generally require treatment in a hospital setting.

Usually caused by chemical or biological factors.

Greatly improved with medication, therapy, and social support.

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Psychiatric disabilities served on college campuses include:

- **Depression**
- **Bipolar disorder**
- **Phobic disorders**
- **Schizophrenia**

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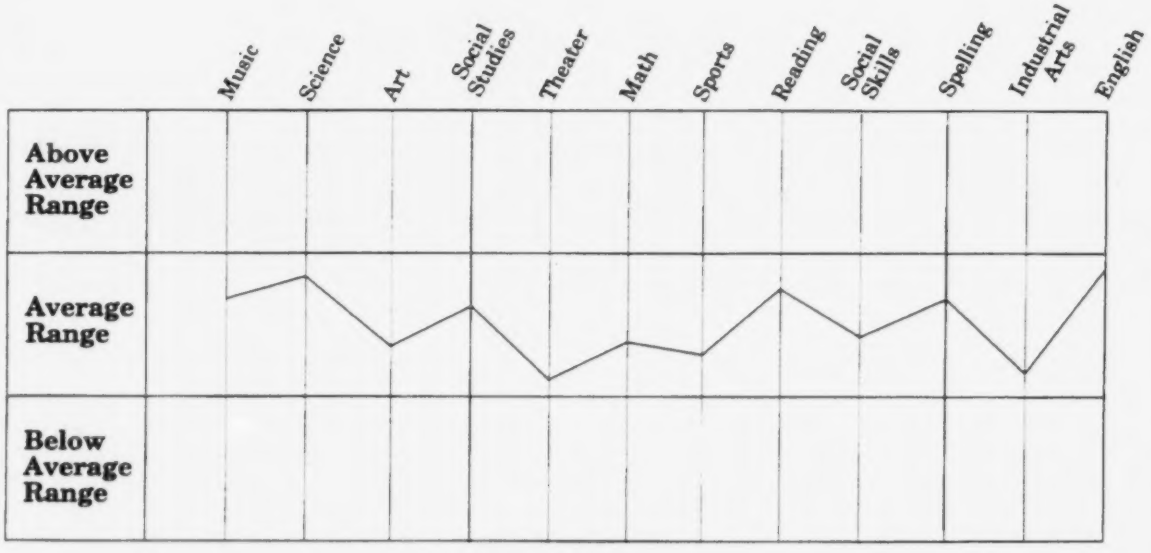
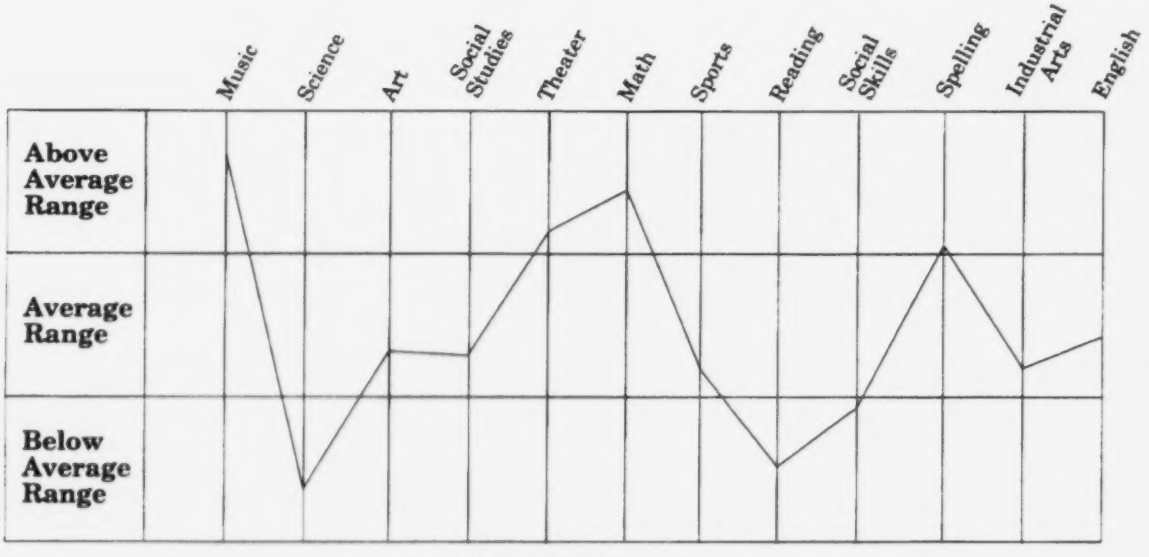
Learning Profiles



Average Student



Student with
Learning Disability

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Reception *Interpreting Data* *Expression*

Auditory	Generalizing	Verbal
Visual	Storing	Written
Motor	Association	Motoric

Section 504
The Rehabilitation Act of 1973

No otherwise qualified handicapped individual ... shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

... as seen by a person with dyslexia

No othe rwise pualifieb hanbicaqqeb inbivibual ... shal l, dy reasou fo his handbicop de exclubed from the barti ciqation in, pe benied the denefits of, or de sudjecteb to bis crimination unber any qropram or ac ti vity receiuinq Feberal finaucial as sist aunce.

People with ADHD may have:

- Trouble attending
- Feelings of restlessness and fidgetiness
- Quick and excessive temper
- Impulsivity
- Moodiness
- Disorganization
- Low stress tolerance

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Head Injury

- Traumatic insult to the brain
- Closed head injury
- Open head injury
- Can affect physical, cognitive, emotional, social, and vocational functioning

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People with head injuries may experience:

- Difficulty walking
- Vision problems
- Seizure disorders
- Memory loss
- Attention problems
- Concentration problems
- Slowed speech

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Factors which affect the outcome for individuals with head injuries:

- Age at onset of the head injury
- Severity of the injury
- Time elapsed since injury
- Intellectual ability
- Pre-existing personality
- Family support systems

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If a person discusses their disability with you:

- **Respect the fact that the information may be confidential.**
- **Don't focus on the disability so much that you don't see aspects of the person.**
- **Before asking a disability-related question, ask yourself "Why do I need to know?"**

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Types of Reasonable Accommodations:

- Job Restructuring
- Part-Time or Modified Work Schedules
- Reassignment to Vacant Position
- Acquisition or Modification of Equipment
- Acquisition or Modification of Examinations
- Providing Qualified Readers or Interpreters

When working with a person with a disability:

- **Don't assume that people with disabilities share the same concerns.**

- **Don't assume that their concerns stem from their disabilities**

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Explore the following issues:

- **Type of disability**
- **Age of onset**
- **Family/social support**
- **How does the student view disability?**
- **Response mechanisms**

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When counseling students with disabilities on career options:

- **Provide an accurate assessment of interest, aptitudes, values.**
- **Adapt administration of assessments to meet student needs.**
- **Offer a full range of options to explore.**
- **Be aware of anti-discrimination legislation, accommodations and disclosure options.**

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In Preparing People with Disabilities for the Job Market:

- **Send adequately trained and motivated candidates to employers.**
- **Review skills and abilities with students.**
- **Set realistic expectations.**

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It takes 10 times more contacts to get an interview for people with disabilities than for non-disabled people.

Source: Richard Pimentel, Milt Wright and Associates.

Eight common but erroneous attitudes and beliefs about hiring persons with disabilities:

1. Certain jobs are more suited to persons with disabilities.
2. We should hire one disabled person just to see what he/she can do.
3. Persons with disabilities are better workers than the non-disabled.
4. We need special training to work with persons with disabilities.
5. Reasonable accommodations are expensive.
6. We do not have any jobs that a person with a disability can do.
7. Insurance rates go up when a person with a disability is hired.
8. It is important to place persons with disabilities in jobs where they will not fail.

Source: "Making the ADA Work for You" by Richard Pimentel and Michael Lotito

Suggestions for working with students with disabilities:

- Consider the student's strengths and weaknesses when planning an academic program.
- Control the number of courses taken each quarter.
- Control the difficulty of the course load.
- Consider the frequency and length of course meeting.
- Consider the instructional technique used.
- Encourage students to prepare for courses in advance.

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Job Analysis

Job Analysis is the process of breaking down a job into its parts.

- Used to assess necessary accommodations

- Matches aptitudes and abilities with job

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Questions to ask when writing job descriptions:

- What is actually done on the job?
- What is the purpose of the job?
- How much time is spent on that function?
- Are there other ways that function could be done?
- Why was the job created?
- Can tasks be reassigned?

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In the pre-employment process, employers must make sure that:

- **Job applications do not ask about disability status.**
- **Reasonable accommodations are provided in the application, interviewing, and employment processes.**
- **Employment tests do not screen out people with disabilities.**
- **Medical examinations are conducted only after a conditional job offer has been made.**

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Employers:

- Do not have to give preference
- Are not required to lower standards
- May not ask whether a person has a disability
- May not require a medical exam unless job-related and all applicants required
- May ask whether applicant can perform particular job functions

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- **Employees with disabilities must have equal access to training.**

- **Employers must provide accommodations for training.**

- **Training site must be accessible.**

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Response to Video

1. What struck you about the video?

2. What were the key points?

3. How can the information be applied in a college or university setting?

4. What issues might a person with an invisible disability (e.g. LD, psychiatric, head injury) have that were not dealt with in the video?

5. What questions do you now have as a result of watching the video or attending the workshop today?

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HANDOUTS

PUTTING ABILITY TO WORK: DISABILITY, CAREER DEVELOPMENT AND EMPLOYMENT

Accessibility Checklist for College/University Units

How accessible is your office and program to students with disabilities? Circle **Yes, No, Not Sur** or **Not Applicable**, to each statement listed below.

OUR UNIT:	Yes	No	Not Sure	N / A
Physical Environment				
1. is in a wheelchair accessible location. (elevators, wide hallways, lowered fountains and phones, ramps, accessible restrooms)	1	2	3	4
2. has the most frequently used materials on lower shelves and all equipment in wheelchair accessible areas.	1	2	3	4
3. has nearby disability parking.	1	2	3	4
4. holds programs in accessible locations	1	2	3	4
Programmatic Policy				
5. allows alternate admissions tests or test administration procedures.	1	2	3	4
6. keeps disability-related information about a student confidential.	1	2	3	4
7. provides disability accommodations at events (eg. interpreters).	1	2	3	4
8. includes statement regarding availability of accommodations on all advertising.	1	2	3	4
9. adapts policies to allow for students' disability related needs, including:				
* allowing students to borrow reserved material for taping or enlarging material if not provided by your office.	1	2	3	4
* allowing student with print related disabilities to borrow materials for extended periods of time or use computers for longer amounts of time	1	2	3	4

	Yes	No	Not Sure	N / A
* allowing part-time students with disabilities to participate in programs for full-time students.	1	2	3	4
10. consults with disability services regarding specific disability issues.	1	2	3	4
Information Environment				
11. includes a statement on materials that they are available in alternate formats upon request.	1	2	3	4
12. produces materials in alternate formats upon request (Braille, large print, audiotape).	1	2	3	4
13. shows videos/films with closed or open captions.	1	2	3	4
14. has a TTY (Teletype for phone communication with people who are deaf).	1	2	3	4
15. has access to adaptive technology.	1	2	3	4
16. includes information on disability services in promotional material.	1	2	3	4
17. provides staff to assist students who need:				
* readers	1	2	3	4
* scribes (*for exercises and inventories*)	1	2	3	4
* assistance in operating equipment	1	2	3	4
* assistance in procuring materials	1	2	3	4
Attitudinal Environment				
18. monitors the attitudes of the program staff toward individuals with disabilities.	1	2	3	4
19. encourages positive attitudes of nondisabled students toward individuals with disabilities.	1	2	3	4
20. includes in its materials pictures of people with visible disabilities portrayed in a positive manner.	1	2	3	4
21. uses appropriate language to refer to people with disabilities.	1	2	3	4
TOTAL	____	____	____	____

Adapted from Aase & Smith, Accessibility Checklist © 1990

Accessibility/Accommodations Checklist

PR Materials

___ Statement on all materials:
- "Available in alternate formats"
- "Will you be needing any disability-related accommodations? If so, please specify."

___ Alternate formats:
- Audiotape
- Large print: 18 point, Helvetica font in bold
- Braille:

___ TTY: Teletype

___ Films, videos open captioned/closed captioned

___ Pictures of people with disabilities included

Office, Rooms, and Event Sites

___ Accessible to wheelchair users
- Wide hallways
- No obstructions
- Ramps
- Nearby accessible parking
- Elevators
- Doors - wide, lightweight, no knobs
- Lowered water fountains
- Lowered public phones
- Restrooms/portable facilities

Events and Meetings

___ Rooms arranged for visibility of speaker
___ Sign language interpreter
___ Mobility for wheelchair users
___ Designated on-site assistant
___ No-carbon-required paper for notetaking
___ Special diets

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A BRIEF SUMMARY OF THE 504 REGULATIONS OF THE REHABILITATION ACT OF 1973

Section 504 of the Federal Rehabilitation Act of 1973 mandates access such that "each program and activity, when viewed in its entirety, is readily accessible to handicapped persons and is offered in the most integrated setting appropriate." Handicaps included are: mobility and sensory impairments, major physiological illness, mental retardation, specific learning disabilities, psychiatric disabilities, and chemical dependency. These conditions must be of a degree that they seriously impair one or more of life's major activities. Also covered would be a person with a record of such impairments or one who is regarded as having such impairments.

The regulations affect admissions, employment, student and staff services, and the curriculum. They give handicapped students certain rights of which faculty should be aware:

> Classrooms, laboratories, and programs must be made accessible to handicapped students. (See Accessibility, 84.22)
>
> If a handicapped student enrolls in a class that is scheduled for an inaccessible location, a faculty member must contact room scheduling authorities to relocate the class.
>
> Handicapped students may request "academic adjustments" such as changes in the length of time to complete papers, examinations, and degree programs; adapted arrangements for completing academic work; and they may have permission to use a tape recorder or to have a service dog in classrooms. (See Academic Adjustments, 84.44)
>
> These or similar adjustments must be granted unless the faculty determines that granting the accommodation would compromise "essential" elements in that curriculum.
>
> Handicapped students have a right to nondiscriminatory participation in required programs or internships that are co-sponsored by the University with outside groups.

Adults with documented learning or psychiatric disabilities have the same legal entitlements as adults with physical disabilities. Thus, in an educational setting Section 504 mandates "reasonable accommodation" for students via such methods as taped textbooks and alternative testing arrangements, in the same way that it mandates curb cuts and ramped entrances to classroom building for physically disabled students.

Note: The word "handicapped" was used intentionally in this handout to remain consistent with the wording in Section 504. Disability is the appropriate term and should be used when referring to people with disabilities.

What the Americans with Disabilities Act Covers:

Employment (Title I)

Employers must provide "reasonable accommodation" to protect the rights of individuals with disabilities in hiring and promotions. This may include restructuring jobs, changing the layout of a workstation, or modifying equipment. The law covers all aspects of employment, including the application process and hiring, on-the-job training, advancement, wages, benefits, and employer-sponsored social activities.

Public Services (Title II)

Public Services, which include state and local government agencies and institutions, cannot deny services to people with disabilities or participation in programs or activities which are available to people without disabilities. In addition, public transportation systems, which include public transit buses, rapid, light, and commuter rail systems must be accessible to individuals with disabilities.

Public Accommodations (Title III)

All new construction and modifications must be accessible to individuals with disabilities. For existing facilities, physical barriers to services must be removed if readily achievable, or alternative methods for providing access to the services must be offered. Public Accommodations include facilities such as restaurants, hotels, grocery stores, retail stores, etc., as well as privately owned transportation systems.

Telecommunications (Title IV)

Companies offering telephone service to the general public must have telephone relay service to individuals who use telecommunication devices for the deaf (TDDs) or similar devices. Federally-funded television public service messages must be close-captioned.

Miscellaneous (Title V)

Miscellaneous provisions related to the other four titles.

Adapted from material prepared by The Great Lakes Disability and Technical Assistance Center, University of Illinois.

COLLEGE STUDENTS WITH DISABILITIES

Mobility Impairments

Paraplegia, quadriplegia, amputation, and other mobility impairments are caused by such conditions as cerebral palsy, multiple sclerosis, arthritis, or by injury. Depending on the severity of the disability, students may have limitations in stamina, manual dexterity, talking, walking or standing.

Visual Impairments

Visual impairments may range from a slight visual loss to total blindness (only 2% of the visually impaired population is totally blind). Some students can read using large print or a magnifier. Others need readers and textbooks on tape, still others may use brailled materials. Community, state, and federal agencies often assist in the production of materials for students with visual impairments.

Hearing Impairments

There is a great range in hearing loss. Many students can use hearing aids and hear sufficiently for classes and social situations. Students with a greater hearing loss may rely on lip reading (which is 55% correct at best) or on a sign language interpreter. Some students can make use of specialized amplification devices for PA systems in classrooms.

Learning Disabilities

A learning disability affects the manner in which individuals take in information, retain it, and express the knowledge they possess. Students with learning disabilities have normal intelligence and exhibit a discrepancy between ability and achievement. This discrepancy is not related to visual, hearing, or motor impairments, mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantage. The most common difficulties in students with learning disabilities are in reading comprehension, spelling, mechanics or writing, math computation, and/or problem solving. Less frequent, but no less troublesome, are difficulties in organizational skills, time management, and social interpersonal skills.

Systemic Conditions

Epilepsy, diabetes, asthma, cancer, and chemical dependency conditions can cause difficulties with medication, stamina, absences from school, among other things. Students with these invisible disabilities may be reluctant to disclose their condition for fear of negative stereotyping and/or disbelief.

Psychiatric Disabilities

Psychiatric disabilities refer to conditions such as bipolar disorder, depression, personality disorders, schizophrenia. As with the systemic conditions, individuals may not choose to disclose the disability because of the stigmatization involved.

Head Injuries

Students with head injuries are a new group seeking accommodation on campuses today. Cognition and behavior may be altered as a result of virtually all forms of head injury, including those which seem minor at the time. The head injury may affect one or more of the following areas: speed of thinking, memory, communication, motor, sensory, physical and psychosocial abilities. There is great variation in the possible effects of a head injury on an individual.

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COLLEGE STUDENTS AND GRADUATES WITH DISABILITIES

Mobility Impairments

Paraplegia, quadriplegia, amputation, and other mobility impairments are caused by such conditions as cerebral palsy, multiple sclerosis, arthritis, or by injury. Depending on the severity of the disability, individuals may have limitations in stamina, manual dexterity, speech, or ability to stand.

Visual Impairments

Visual impairments may range from a slight visual loss to total blindness (only 2% of the visually impaired population is totally blind). Some individuals can read using large print or a magnifier. Others need readers and textbooks on tape, still others may use brailled materials. Community, state, and federal agencies often assist in the production of materials for visually impaired individuals.

Hearing Impairments

There is a great range in hearing loss. Many individuals can use hearing aids and hear sufficiently for work and social situations. Individuals with a greater hearing loss may rely on lip reading (which is 55% correct at best) or on a sign language interpreter.

Learning Disabilities

A learning disability affects the manner in which individuals take in information, retain it, and express the knowledge they possess. Individuals with learning disabilities have normal intelligence and exhibit a discrepancy between ability and achievement. The most common deficits are in reading comprehension, spelling, writing, math computation, and/or problem solving. Problems may also occur in organizational skills, time management, and social skills.

Systemic Conditions

Epilepsy, diabetes, asthma, cancer, and chemical dependency can cause difficulties with medication, stamina, and absences. Individuals with these invisible disabilities may be reluctant to disclose their condition for fear of negative stereotyping and/or disbelief.

Psychiatric Disabilities

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Psychiatric Disability Panel Questions

1. When and how did you become aware that you had a psychiatric disability?

2. When and how do you disclose that you have a psychiatric disability? (With faculty? family? friends?)

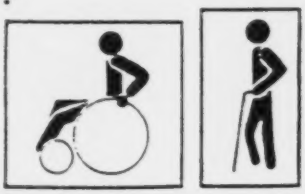
3. Discuss the barriers you have encountered as a student or employee with a psychiatric disability? How have you dealt with these barriers?

4. What suggestions can you offer employers, faculty, staff, and students, for providing reasonable accommodations?

It's the 'Person First' - Then the Disability

What do you see first?

- *The wheelchair?*
- *The physical problem?*
- *The person?*



If you saw a person in a wheelchair unable to get up the stairs into a building, would you say "there is a handicapped person unable to find a ramp"? Or would you say "there is a person with a disability who is handicapped by an inaccessible building"?

What is the proper way to speak to or about someone who has a disability?

Consider how you would introduce someone — Jane Doe — who doesn't have a disability. You would give her name, where she lives, what she does or what she is interested in — she likes swimming, or eating Mexican food, or watching Robert Redford movies.

Why say it differently for a person with disabilities? Every person is made up of many characteristics — mental as well as physical — and few want to be identified only by their ability to play tennis or by their love for fried onions or by the mole that's on their face. Those are just parts of us.

In speaking or writing, remember that children or adults with disabilities are like everyone else — except they happen to have a disability. Therefore, here are a few tips for improving your language related to disabilities and handicaps.

1. Speak of the person first, then the disability.
2. Emphasize abilities, not limitations.
3. Do not label people as part of a disability group — don't say "the disabled"; say "people with disabilities."
4. Don't give excessive praise or attention to a person with a disability; don't patronize them.
5. Choice and independence are important; let the person do or speak for him/herself as much as possible; if addressing an adult, say "Bill" instead of "Billy."
6. A **disability** is a functional limitation that interferes with a person's ability to walk, hear, talk, learn, etc.; use **handicap** to describe a situation or barrier imposed by society, the environment or oneself.

Say. . .	Instead of. . .
child with a disability	disabled or handicapped child
person with cerebral palsy	palsied, or C.P., or spastic
person who is deaf or hard of hearing	deaf and dumb
person with retardation	retarded
person with epilepsy or person with seizure disorder	epileptic
person who has...	afflicted, suffers from, victim
without speech, nonverbal	mute, or dumb
developmental delay	slow
emotional disorder, or mental illness	crazy or insane
uses a wheelchair	confined to a wheelchair
with Down Syndrome	mongoloid
has a learning disability	is learning disabled
nondisabled	normal, healthy
has a physical disability	crippled
congenital disability	birth defect
condition	disease (unless it is a disease)
seizures	fits
cleft lip	hare lip
mobility impaired	lame
medically involved, or has chronic illness	sickly
paralyzed	invalid or paralytic
has hemoplegia (paralysis of one side of the body)	hemiplegic
has quadriplegia (paralysis of both arms and legs)	quadriplegic
has paraplegia (loss of function in lower body only)	paraplegic
of short stature	dwarf or midget
accessible parking	handicapped parking

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Reprinted from the June 1989, PACER Center Early Childhood Connection and September 1989, PACER Center PACESETTER.

COMMUNICATION

In General:

* **When talking with a person who has a disability, speak directly to that person** rather than through a companion who may be along.

* **Relax**. Don't be embarrassed if you happen to use accepted, common expressions, such as "See you later," or "Got to be running along," that seem to relate to the person's disability.

* **Offer assistance to a person with a disability if you feel like it, but wait until your offer is accepted BEFORE you help**, and listen to any instructions the person may want to give.

* **Give whole unhurried attention when you're talking to a person who has a speech impairment**. Keep your manner encouraging rather than correcting, be patient rather than speak for the person. When necessary, ask short questions that require short answers or a nod or shake of head. Never pretend to understand if you are having difficulty doing so. Repeat what you understand. The person's reactions clue you in and guide you to understanding.

* **Treat adults in a manner befitting adults**. Call a person by his or her first name only when extending that formality to all others present. Do not patronize people in wheelchairs by patting them on the head. Reserve this sign of affection for children even though a wheelchair user's head temptingly rests at about the same height as a child's.

* **Be considerate of the extra time it might take** for a person with a disability to get things done or said. Let the person set the pace in walking and talking.

* **When offering assistance to a person with a visual impairment, allow the person to take your arm**. This will enable you to guide rather than propel or lead the person.

* **When greeting a person with a severe loss of vision, always identify yourself and others who may be with you**. When conversing in a group, remember to say the name of the person to whom you are speaking to give vocal cue. Speak in a normal tone of voice, indicate when you move from one place to another, and let it be known when the conversation is at an end.

* **To get the attention of a person who has a hearing problem, tap the person on the shoulder or wave your hand**. Look directly at the person and speak clearly, slowly, and expressively to establish if the person can read lips. Not all persons with hearing impairments can lip-read. Those who do will rely on facial expressions and other body language to help in understanding. Place yourself facing the light source and keep your hands, cigarettes, and food away form your mouth when speaking. Keep mustaches well-trimmed. Shouting won't help; written notes will.

* **Emphasize the uniqueness and worth of all persons rather than the differences between people**. Your concentrated efforts can do much to eliminate the "one of them" vs. "one of us" attitude that hampers proper acceptance of individuals with disabilities.

* **When planning events involving persons with disabilities consider their needs ahead of time**. If an insurmountable barrier exists, let them know about it prior to the event.

Reprinted with permission from "Tips for Disability Awareness," produced by the National Easter Seal Society, 2023 West Ogden Avenue, Chicago, Illinois 60612

Interacting with People with Disabilities

Visual Impairments

- When greeting a person with a visual impairment, always identify yourself and others who may be with you.
- When meeting a blind/visually impaired person, speak directly to that individual and not to someone else as if the blind/visually impaired person required an interpreter.
- Speak in a normal tone and volume. Blind/visually impaired people usually do not have a hearing disability.
- If you are trying to assist a blind person, but you are not sure exactly what to do, ask him or her.
- It is important to describe changes in the environments. Identify obstacle, steps, uneven surfaces, etc.
- If you are going to walk with an individual with a visual impairment, do not grab his/her arm, let him/her take yours.
- If the individual has a guide dog in a harness, the dog is working and should not be petted.

Deaf or Hard of Hearing

- When you speak with a deaf person, talk to him/her directly, not to the interpreter.
- Use a normal tone and rhythm of speech. If you speak rapidly you may want to slow down somewhat, but not so slowly that you are speaking one word at a time.
- Speak distinctly, but don't exaggerate your mouth movements.
- If you have a note pad and pencil, you can use it if you are having difficulty.
- If you are not understood the first time, reword what you are saying or try to use words that are more easily seen on the lips. (More than 50% of the sounds we make are not visible on the lips. Even the best lip readers only get about 30-40%.)
- Reduce background noise.

Mobility Impairments

- Attempt to converse at eye level, as opposed to standing and looking down.
- Do not push the chair unless requested to do so.
- Remember that the person's wheelchair is part of the person's personal space, do not lean on or touch the chair.

Speech impairments

- Ask the individual to repeat what was said
- Ask the individual to rephrase the statement. Another choice of words may be easier to pronounce and understand.
- If you still don't understand, ask the individual to spell the words out.
- When you do not understand, say so. Bluffing is never successful, and the speaker is usually aware that you are bluffing. Say something like, "I didn't catch that. Could you please repeat it for me?"
- Repeat your understanding of what was said back to the individual and wait for confirmation.
- Don't finish the person's sentences or guess at words.

Head Injury or Learning Disability

- Be patient, allow the person to process the information.
- Invite the person to clarify his/her understanding.
- Summarize ideas often.
- Simplify verbal instructions.
- Pair auditory and written directions.
- Give examples to illustrate ideas.

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Ways to Provide Reasonable Accommodations

1. Job Restructuring

    - A job can be modified so that an individual with a disability can perform the "essential functions" of the job.

2. Part-time or Modified Work Schedules.

3. Reassignment to a Vacant Position.

    - An employer is not obligated to "bump" an employee to create a vacant position.
    - The employee must be qualified for the position

4. Acquisition or Modification of Equipment or Devices.

    - Certain individuals with disabilities require specific equipment to become reasonably accommodated in a position.

5. Modification of Examination, Training Materials or Policies.

6. Providing Qualified Readers or Interpreters.

Workplace Accommodations

Here are some examples of accommodations used in the workplace by people with disabilities. This list is not exhaustive.

Visual Impairments:

1. Magnification devices that can enlarge print, such as closed circuit televisions.
2. Bright incandescent lighting rather than fluorescent lighting.
3. Raised lettering, tactile cues, Braille symbols on signs and elevator buttons.
4. Adaptive computer equipment that produces Braille, large print, or synthesized speech.
5. Readers, print scanners, taped copies, large print copies, and Braille copies.

Hearing impairments:

1. Interpreters for staff meetings, trainer sessions
2. Devices for telephones which amplify sound
3. Flashing lights on telephones and alarms
4. Telecommunication devices called TTY (Teletype)
5. Captions for film and video

Mobility Impairments:

1. Specially designed work stations
2. Raised desks
3. Devices that extend reach and grasp
4. Speaker phones
5. Gooseneck to hold telephone receiver

Systemic Conditions:

1. Modified work schedules/flex time
2. Shorter, more frequent breaks
3. Working at home

PSYCHIATRIC DISABILITIES:

1. Modified work schedules/flex time
2. Shorter, more frequent breaks
3. Working at home
4. Quiet working environment

LEARNING DISABILITY:

1. Providing illustrations next to a machine
2. Providing instructions in more than one way (for example, demonstrating a procedure at the same time that you're explaining it.)
3. Breaking training into steps, avoid teaching a lot of new tasks in one day
4. Asking the employee to repeat back instructions to verify comprehension
5. Providing an alternative way for an employee to do a task such as dictating reports
6. Using a spelling checker on a computer

HEAD INJURY:

Workplace accommodations for individuals with head injuries will be related to the systems involved, so the types of accommodations already mentioned for physical disabilities, vision, or hearing may be in order. Accommodations for cognitive impairments, i.e., memory, reading, writing, etc., will be similar to those suggested for individuals with learning disabilities.

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Scenario # 1

An individual with a learning disability who has problems reading is working as a police officer and is having problems filling out forms. What might be done to accommodate this individual?

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Scenario # 1

For Facilitator Use Only

An individual with a learning disability who has problems reading is working as a police officer and is having problems filling out forms. What might be done to accommodate this individual?

Possible Answer: **Use a tape recorder to record reports and have clerical worker transcribe the information.**

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Scenario # 2

An individual with limited use of her legs applies for a security guard position in a department store which would require walking during 80% of her work day. What can be done to accommodate her?

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Scenario # 2

For Facilitator Use Only

An individual with limited use of her legs applies for a security guard position in a department store which would require walking during 80% of her work day. What can be done to accommodate her?

Possible Answer: **Use motorized wheelchair or Amigo Cart for transportation and Walkie Talkie for communication with other security staff.**

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Scenario # 3

An individual who recently lost 30% of his hearing is concerned that he will lose his position as a computer consultant because the position requires helping customers solve problems over the telephone. What could be done to accommodate this individual?

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Scenario # 3

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An individual who recently lost 30% of his hearing is concerned that he will lose his position as a computer consultant because the position requires helping customers solve problems over the telephone. What could be done to accommodate this individual?

Possible Answer: **Provide a headset with an amplified receiver with volume contol which could be plugged into any telephone with headset capabilities.**

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Scenario # 4

An individual with multiple sclerosis who at this point is experiencing only fatigue, is no longer able to work a traditional eight-hour day. What accommodations could be made for this individual?

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Scenario # 4

For Facilitator Use Only

An individual with multiple sclerosis who at this point is experiencing only fatigue, is no longer able to work a traditional eight-hour day. What accommodations could be made for this individual?

Possible Answer: **Flexible schedule, home-based employment, or job share.**

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Scenario # 5

An individual with a psychiatric disability who has disclosed that she has experienced nervousness, apprehension, and panic, begins a position as an office manager. What accommodations can be made to enhance this person's opportunity for success?

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Scenario # 5
For Facilitator Use Only

An individual with a psychiatric disability who has disclosed that she has experienced nervousness, apprehension and panic begins a position as an office manager. What accommodations can be made to enhance this person's opportunity for success?

Possible Answer: **Provide a supportive environment with an internal reward system.** ***(Know that it is not your place to treat the symptoms, but to provide resources such as Employee Assistance).*** **Provide adequate time for training, explain each task separately and make sure each task is understood before moving on to the next step. Provide one trainer/supervisor in order to avoid confusion of multiple instruction.**

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National Resources on Accommodations and the ADA

Resource	Description	Telephone
Disability and Business Technical Assistance Centers	Regional centers that provide technical assistance, training referrals, and materials on the ADA.	1-800-949-4ADA
Department of Justice (U.S.)	Technical assistance on public accommodations and state and local government services.	1-202-514-0301 or TDD: 1-202-514-0381
Disability Rights Education & Defense Fund	Information line to answer ADA questions (with emphasis on Titles II and III) and requests for ADA materials.	ADA Hotline 1-800-466-4232
Equal Employment Opportunity Commission	Provides specific information about ADA requirements affecting employment; also for filing discrimination charges.	1-800-669-3362 or TDD: 1-800-800-3302
Job Accommodations Network (JAN)	Free consulting resource/ information network on aids, devices and methods for accommodating workers.	1-800-526-7234
Job Training and Partnership Act (JTPA)	Provides customized training or retraining to meet employer needs.	1-800-456-8519
President's Committee on Employment of People with Disabilities	ADA brochures, analysis, outline, timeline and implementation chart.	1-202-376-6200 or TDD: 1-202-376-6205
Targeted Jobs Tax Credit (TJTC)	Information on tax credit available per employee.	1-612-296-6732 or: 296-8720
Vocational Rehabilitation On-The-Job Training	Shared payment of the disabled employee's wages for a limited time on a negotiated schedule.	1-800-328-9095

Low Cost Adaptations

For Employees with Visual Impairments	*Cost*
White Glue, Drafting Tape, or "Hi-Marks" (commercial product) to create tactile markings on a variety of surfaces.	$2.00- $5.00
Magnifiers: (ranges from pocket size to illuminated on stand)	$3.00-$150.00
Large Numeral Push Button Phone Attachment	$5.00
Large Print Telephone Dial	$1.00
Talking Calculator	$25.00

For Employees with Physical Disabilities	*Cost*
Wood Blocks to place under desk or work table legs	minimal for lumber
Insulation board to increase height of computer terminals, keyboards, etc.	minimal per foot
Mouth Stick for typing on computer	minimal

For Employees with Hearing Impairments	*Cost*
Telephone Amplifiers	ranges from $24.00-$60.00
Flashing Light/Signaling Systems	$45.00-$90.00

Workplace Accommodations for Learning Disabilities

Input

- Provide instructions in more than one way (e.g. demonstrate a procedure while explaining it, provide written instructions along with verbal)
- Provide a written job description
- Provide clearly written manuals and memos
- Provide illustration of machine operations next to machine
- Team a reader with a non-reading employee
- Maintain eye contact when giving instructions
- Free work area of sensory distractions (put up a screen, change light fixtures, provide earphones for noise distractions)

Integration

- Break training into steps - avoid teaching many new tasks in the same day
- Make clear the lines of communication by providing an organizational chart and explaining it
- Provide a map of the building
- Provide advance notice of changes in routine
- Provide a calendar each week or month with deadlines on it
- Allow employee to repeat instructions back to verify
- Make expectations clear - don't assume employee will figure out unwritten rules through observation
- Match employee with a co-worker who will provide support and reminders
- When teaching a new task, relate the task to a similar concept or procedure which the employee already knows

Output

- Have a secretary or co-worker proof written reports and/or provide spell and grammar-check software
- Provide alternative ways to do a task (e.g. provide a Dictaphone for reports)
- Give employee honest feedback when their behavior is inappropriate. Talk with them about alternative behaviors.

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Reasonable Workplace Accommodations for Individuals with Psychiatric Disabilities

Cognitive

- Encourage disclosure of functional limitations
- Provide quiet, private working space
- Allow working at home when necessary
- Modify work schedule or provide flexible hours
- Allow tape recording of meetings
- Provide written instructions

Behavioral

- Provide honest feedback when behavior is inappropriate
- Talk about alternative work appropriate behaviors
- Allow for regular work breaks

Perceptual

- Provide user friendly software
- Provide clear social cues
- Provide an opportunity to air social assumptions
- Provide written copy of company behavior expectations

Psychosocial

- Provide regular access to supervisor or liaison support person
- Provide alternative work environment
- Provide flexible work schedule
- Provide access to short term medical leaves or reduction in work hours (30 hours a week to keep benefits)
- Use co-workers as mentors

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(Note: For facilitator use only, not to be handed out)

Personal Counseling Roleplay

Counselor: Hello _____. (Looks at crutches, wheelchair etc...Change script to reflect disability being illustrated.) I'm _____. Nice to meet you. (Extends hand to client). How would you like to spend our time today?

Client: I've been feeling stressed out and depressed about my life. I'm not sure what to do.

Counselor: I noticed you were using a cane when you came in here today. It must be difficult having a disability on such a large campus.

Client: Yes, it is difficult on this campus. In fact, I took night classes to be out of view from other people.

Counselor: I read in your case files that you have recently acquired your disability. Perhaps you're taking night classes because of your disability. I'm wondering if you have explored any support groups for people with disabilities.

Client: (Sounds discouraged) I don't think a support group would help.

Counselor: Well, do you have any ideas on what might help?

Client: That's what I came here for.

(Note to facilitator: If the audience has difficulty pointing out specific problems with the role play, here are some things to draw their attention to. First, when the client said he/she was depressed, the counselor did not ask what was causing these feelings, but immediately assumed that these feelings were disability-related. Second, when the client said he/she took night classes to be out of view from other people, the counselor did not explore the client's feelings around this issue. The counselor again jumped to conclusions and assumed that a support group would be appropriate without knowing what the presenting problem was.)

BENEFITS FOR PEOPLE WITH DISABILITIES WHO WORK

Special rules make it possible for people with disabilities receiving Social Security or supplemental security income (SSI) to work and still receive monthly cash payments and Medicare or Medicaid. Social Security calls these rules "work incentives." The rules are different for Social Security and SSI beneficiaries. Following are the rules that apply under each program. For more copies, or additional materials on work incentives, call any Social Security office. Ask for the work incentives expert.

Social Security

Trial Work Period—For 9 months (not necessarily consecutive) a disabled or blind Social Security beneficiary's earnings will not affect his or her Social Security benefit.

Extended Period of Eligibility—For 3 years after a successful trial work period, a disabled or blind Social Security beneficiary may receive a disability check for any month during which his or her earnings are not at the substantial gainful activity level (in 1990, $500 for disabled, $780 for blind).

Continuation of Medicare—If Social Security disability payments stop because a person is earning at the substantial gainful activity level but the person is still disabled, Medicare can continue for up to 39 months after the trial work period.

Impairment-Related Work Expenses—Certain expenses for things a disabled person needs because of his/her impairment in order to work may be deducted when counting earnings to determine if the person is performing substantial gainful activity.

Recovery During Vocational Rehabilitation—If a person recovers while participating in a vocational rehabilitation program that is likely to lead to becoming self-supporting, benefits may continue until the program ends.

Special Rules for Blind Persons—Several special rules apply to blind beneficiaries who work. For example, they can earn up to $780 before their benefits are affected. Ask at the Social Security office for details on work incentives for blind beneficiaries.

Supplemental Security Income (SSI)

Continuation of SSI—Disabled or blind SSI recipients who work may continue to receive payments until countable income exceeds SSI limits.

Continuation of Medicaid Eligibility—Medicaid may continue for disabled or blind SSI recipients who earn over the SSI limits if the person cannot afford similar medical care and depends on Medicaid in order to work.

Plan For Achieving Self-Support—A disabled or blind SSI recipient may set aside income and resources for up to 48 months toward an approved plan for achieving self-support (PASS).

Impairment-Related Work Expenses—Certain expenses for things a disabled person needs because of his/her impairment in order to work may be deducted when counting earnings to determine if a person continues to be eligible. For blind persons who work, the work expenses need not be related to the impairment.

Recovery During Vocational Rehabilitation—If a person recovers while participating in a vocational rehabiliation program that is likely to lead to becoming self-supporting, benefits may continue until the program ends.

Sheltered Workshop Payments—Pay received in a sheltered workshop is treated as earned income, regardless of whether it is considered wages for other purposes. This enables Social Security to exclude more of the sheltered workshop employee's earnings when computing his/her SSI payment.

Disabled Students—Tuition, books, and other expenses related to getting an education may not be counted as income for recipients who go to school or are in a training program.

U.S. Department of Health and Human Services
Social Security Administration
SSA Publication No. 05-11002
January 1990

(Note: For facilitator use only, not to be handed out)

Career Counseling Roleplay

Counselor: Why don't you sit over here?

Client: Where is here?

Counselor: Oh, I'm sorry, I always do that! Now wait a minute, let me get my bearings straight. The chair is on your left.

Oh what a beautiful dog. (Counselor movers her hand to pet the dog.) What's his name? How long have you had him?

Client: (Client moves Counselor's hand away from the dog.) I don't mind if you pet him, but please ask me first.

Counselor: Did you know that there is an office for students with disabilities on this campus?

Client: I'm here because you have the information I need. I'm here because I want job information.

Counselor: What type of assistance do you need from me?

Client: I'm interested in signing up for the interviews with American Corporation for the accounting position.

Counselor: Accounting (Counselor pauses) . . . Well, that position requires the ability to use Lotus. (Counselor sounds hesitant) How does that work for you?

Client: I have a computer which uses voice output and software packages for Lotus. I have completed Advanced Financial Accounting 1 and 2.

Counselor: Great, I didn't know that. There is an interview time available at 10:00 on Wednesday.

WAYS TO IMPROVE CAREER SERVICES FOR PEOPLE WITH DISABILITIES:

1.) Think of providing career services to people with disabilities as your responsibility.

2.) Promote self-efficacy. Plan activities/career exploration etc. . . that helps the value and acknowledge his/her skills.

3.) Don't think of everyone with a certain disability as having the same characteristics. Consider each person's unique strengths and limitations.

4.) Don't classify certain jobs as appropriate for people with certain disabilities. Consider all options for each individual.

5.) Encourage students to "pursue their passions," but don't take charge of their career search.

6.) Remember that a disability can be an advantage or a disadvantage depending on the situation.

Source: Unknown

EIGHT COMMON BUT ERRONEOUS ATTITUDES AND BELIEFS ABOUT HIRING PERSONS WITH DISABILITIES:

1. Certain jobs are more suited to persons with disabilities.
2. We should hire one disabled person just to see what he/she can do.
3. Persons with disabilities are better workers than non-disabled people.
4. We need special training to work with persons with disabilities
5. Reasonable accommodations are expensive.
6. We do not have any jobs that a person with a disability can do.
7. Insurance rates go up when a person with a disability is hired.
8. It is important to place persons with disabilities in jobs where they will not fail.

Source: "Making the ADA Work for You" by Richard Pimentel and Michael J. Lotito.

SUGGESTIONS FOR ADVISING STUDENTS WITH DISABILITIES:

1.) Consider the student's strengths and weaknesses when planning an academic program.

2.) Control the number of courses taken each quarter.

3.) Control the difficulty of the course load.

4.) Consider the frequency and length of course meeting.

5.) Consider the instructional technique used.

6.) Encourage students to prepare for courses in advance.

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(Note: For facilitator use only, not to be handed out)

Academic Advising Roleplay

Counselor: Hi _____, welcome back. Have there been any new developments since our last meeting?

Client: Well, I've been having some problems with my upper division English Composition class. It seems as hard as I try I have difficulty getting good grades.

Counselor: I'm sorry to hear that. Have you considered taking an introductory course to help build your skills?

Client: I really don't want to be put in an introductory course. I've already taken an introductory course. I'll never graduate if I don't take classes which apply toward graduation. I really need to get out of school as soon as possible to support my family.

Counselor: Since you're having so much difficulty with this English composition class, I'm really concerned about your ability to complete the research papers required in your history classes. Have you considered other majors that do not require the same level of writing ability?

(Note: For trainer use only, not to be handed out)

Job Interview Script

The situation: A person in a wheel chair is applying for a position as a marketing representative for an office supply distributor.

Employer: Tell me about your education.

Applicant: I'll be graduating this spring from (name of college) with a major in psychology.

Employer: When did you become disabled? (UNLAWFUL)

Applicant: I had a spinal injury when I was 15.

Employer: Are you being treated for any diseases at the present time? (UNLAWFUL)

Applicant I am in excellent health.

Employer: Are you willing to take a medical exam before we make a decision? (MAY BE UNLAWFUL)

Applicant: I will be happy to take a medical exam if all the other applicants have been asked to take one and if the exam is job-related.

Employer: An essential function of this job is driving to clients' workplaces. Do you drive?

Applicant: Yes. I have my own van which has adaptive equipment, allowing me to drive.

Employer: Did you receive the copy of the job description we mailed you? *(Applicant nods)* Will you be able to perform all of the tasks listed on the job description?

Applicant: If you provide me with an accessible work space, I can do all of these tasks. All you need to do is raise the desk a few inches and lower any high shelves. I notice there is air travel involved. For airline trips I will need to know far enough in advance to arrange for accommodations on the plane.

Employer: That shouldn't be a problem. We'll let you know by next week if you are a finalist. I need to check with our benefits department to see if our insurance rates will be affected if we hire you. (UNLAWFUL)

Applicant: I can assure you that my disability will not affect your insurance rates.

(Note: For facilitator use only, not to be handed out)

Supervision/Feedback Roleplay

Supervisor: I want to talk with you about your new position. We're really pleased to have you working as supervisor. You work so well with your staff. However, I'm concerned that you're having difficulty keeping up with the paperwork. Is there something I can do to make your job easier? I really want you to be successful in this position and if there's any way we can do things differently, I'm sure open to suggestions.

Employee: Well, I never told you this because I didn't think it would affect me on the job, but now that I've been promoted, I have to write. I have a learning disability that affects my writing ability.

Supervisor: Well, let's see what we can work out. I'm sure we can figure out some way to work around the writing problem. Any ideas?

Employee: I could do the job orders a lot faster if we had a form that I could just fill in instead of having to write it all out. And the log would be easier to do if I could just have a half hour at the end of the day scheduled for it. It's hard to do the log when I keep getting interrupted with staff coming in and asking questions.

Supervisor: A form is a good idea. Could you put together a draft of one and then I'll see if the secretary can type it up. Now, about getting time to write up the daily log, we have to have someone out in the front to deal with problems staff are having.

Employee: Well, I think Joanne could stay at the front desk that last half hour instead of going out on another job order, and then I could work in the back. We usually don't need all of the staff out on job orders in the late afternoon anyway.

Supervisor: That's OK with me if Joanne doesn't mind doing that. I'll ask her.

Student Trainer Weekly Schedule

NAME:	QUARTER:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/ Sunday
8:00						
9:00						
10:00						
11:00						
12:00						
1:00						
2:00						
3:00						
4:00						
5:00						
6:00						

STUDENT TRAINER HOMEWORK ASSIGNMENT

Homework Assignment: Due: Wednesday, November 18 or
Thursday, November 19

Prepare a ten (10) minute presentation on a training topic of your choice. You can select a topic from:

* The training manual.
* The list of upcoming workshops.
* Your own life experience.

The goal is to engage the audience. You do not have to deliver a formal speech. The presentation could be leading an activity or providing a demonstration. Don't limit yourselves, be creative, any ideas for training are welcome.

Your ten minute presentation (you can't exceed the time limit) will be videotaped, and feedback will be provided at Session II of our training next week.

Staff are available to meet individually or talk on the phone to provide assistance with the assignment. Call (name, phone #) for assistance.

Student Trainer Topic Description

Name: _____ Phone: _____

Training Topic: _____

Description (2-3 sentences): _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Student Trainer Feedback Form

What impressed you the most about this presentation?

What questions come to mind after seeing the presentation?

What could the presenter have done or said to make things clearer or to improve the presentation?

Do you have suggestions for the presenter?

Session Evaluation

Session Title: Student Trainer Sessions I and II

Part 1: Please circle the extent to which you agree or disagree with each statement.

NA = Not Applicable; SD = Strongly Disagree; D = Disagree; U = Uncertain; A = Agree; SA = Strongly Agree

		NA	SD	D	U	A	SA
1.	The sessions were presented effectively.	0	1	2	3	4	5
2.	The information can be applied in my role as a student trainer.	0	1	2	3	4	5
3.	The manual provided was helpful.	0	1	2	3	4	5

4. What were the most useful parts of the sessions?

5. What were the least useful parts of the sessions?

6. What suggestions do you have for improving the sessions?